Plano Independent School District

Schimelpfenig Middle School

2019-2020

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Board Approval Date: October 1, 2019

Mission Statement

The mission of Schimelpfenig Middle School is to create a unique, caring environment in which students acquire critical thinking skills, achieve personal excellence, and become citizens who responsibly meet the challenges of the future.

Vision

The vision of Schimelpfenig Middle School is to be committed to Excellence, Dedicated to Caring and Powered by Learning.

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Comprehensive Needs Assessment

Revised/Approved: September 06, 2019

Demographics

Demographics Strengths

We are a diverse campus. Additional training is necessary to help our staff grow in how we approach teaching and learning in meeting the needs of all students. We have set up targeted interventions for at-risk students. In comparison to other schools our class sizes are relatively small.

Problem Statements Identifying Demographics Needs

Problem Statement 1: In order the strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary. **Root Cause**: Per staff feedback there is a need and desire to learn more about student diversity in education as it relates to learning and achievement.

Student Academic Achievement

Student Academic Achievement Strengths

Students are provided lots of instructional support options throughout the school year in multiple subject areas. We offer teacher tutorials, NJHS Peer tutorials, targeted intervention based study groups in certain areas to aide students in growing academically. Administration and the campus staff support these programs consistently to aide in student growth based on targeted goals. Teachers noted that the SEL programming has resulted in their growth in building student relationships in correlation with academic supports.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A percentage decrease occurred in the STAAR excellence indicator, "Top 25%: Comparative Closing the Gaps. In 2018-2019 it was noted that at 90/100% while in 2017-2018 it was noted at 100/100%. **Root Cause**: There is a need to increase consistent tutorial attendance that is planned as a year long intervention in all content areas and grade levels.

School Processes & Programs

School Processes & Programs Strengths

The Schimelpfenig ETSI Technology training held annually provides opportunity for staff to choose sessions based on their interest and needs. In 2018, we added the Social Emotional Learning component to this training. Our new teacher mentor program provides yearlong support around district/campus goals and expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus wide professional development needs to be more individualized with opportunities built in to follow-up on integration of strategies being learned. **Root Cause**: Teachers want to be able to self assess and then engage in professional learning that meets their need.

Perceptions

Perceptions Strengths

Schimelpfenig has a very involved PTA partnership. Parents have opportunities to partake in school activities (8th grade academic conferences, parent teacher conference day, Color Run, Science Fair judging, pep rallies, Student Council Family Movie Night). We seek and provide community partnership opportunities on campus and in relation to student programming. Schimelpfenig has a positive reputation in the community. The school is viewed as a good place for students to achieve academic success during the school year. We have a large number of parents seeking to enroll their child at Schimelpfenig.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In order to increase participation from parents, school faculty and community members, advance planning is needed noting the specific dates in regards to programming and major campus events. Roles and responsibilities for planning need to be initiated earlier. Campus activities and programming should be tailored to the needs of our families, students and community. **Root Cause**: Lack of parent/community participation may be a result of not being made aware of activities in enough time. Delayed planning impacts implementation and the success of planned activities. Attention is needed in making sure that we share activity information in languages reflective of our population.

Priority Problem Statements

Problem Statement 2: A percentage decrease occurred in the STAAR excellence indicator, "Top 25%: Comparative Closing the Gaps. In 2018-2019 it was noted that at 90/100% while in 2017-2018 it was noted at 100/100%.

Root Cause 2: There is a need to increase consistent tutorial attendance that is planned as a year long intervention in all content areas and grade levels.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: In order the strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary.

Root Cause 3: Per staff feedback there is a need and desire to learn more about student diversity in education as it relates to learning and achievement.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: September 12, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: Schimelpfenig will provide targeted yearlong intervention (6-8), in the area of Reading , so that, all student populations can reach or exceed their expected growth.
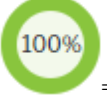
> **Evaluation Data Source(s) 1:** 2020 STAAR
> Math & Reading Annual Intervention Plan Documentation
> Teacher Intervention Samples
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> **Summative Evaluation 1:** Significant progress made toward meeting Performance Objective
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> **Next Year's Recommendation 1:** Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using beginning and end of year data in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Targeted Support Strategy 1) Administration will meet with leaders of specialized populations to help develop a staff plan of action that supports building capacity in teachers in the areas of working with the students noted as economically disadvantaged, African American, Hispanic, English Learner and SPED.	English Department Chair ESL Department Chair SPED Department Chair Grade level/Department Team Leaders	Reading Planning Team will outline a plan of action for staff that explains steps taken to incorporate researched based Reading information, student intervention options, and targeted Reading strategies that can be utilized across all content areas.	40%	60%	75%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Targeted Support Strategy 2) ESL department/teachers will utilize Elevation data in correlation with TELPAS and student goal setting plans to foster growth in students.	ESL Department Chair ESL Teachers	ESL students will be able to know what their individual goals are as they focus on exiting ESL and demonstrating growth in reading.	40%	60%	75%
Additional Targeted Support Strategy 3) One per month the English and ESL department chair will provide instructional Reading Tips/ELL Tips via email ("Info Graphic Reading Supports") that teachers can utilize in their individual classrooms.	English Department Chair ESL Department Chair Administration	Teachers will be able to use the tips given to integrate reading strategies within their content area to support growth in Reading for all learners more frequently.	55%	65%	80%
Additional Targeted Support Strategy 4) Provide full staff training on MAPS and Edugence to improve teachers understanding of assessment data.	Administration Department Chairs	Teachers will analyze data to identify areas of need, curriculum needs, and plan lessons that support growth in targeted areas for all students.	85%	100%	100%
Targeted Support Strategy 5) Purchase The Kagan Cooperative Learning text, so that, each grade level team and departments can utilize the resource to find collaborative strategies that can support student growth in Reading across content areas.	Administration Department Chairs	Teachers will have the support of collaborative best practices to utilize weekly with students as they assist in building Reading growth for all students.	45%	45%	50%
Targeted Support Strategy 6) Once a month, each grade level English teacher, will assist in planning and sharing a Reading Tips/Strategy/Activity that can be utilized in any content area.	Administration English Department Chair English Teachers	Teachers will have access to additional strategies for Reading that can be used in their grade level content classrooms that meets the needs of all students. This serves as vertical support across content areas to grow student reading abilities.	60%	70%	85%
Targeted Support Strategy 7) All grade level English teachers, whether general education or resource, will utilize the Annual Student Monitoring Goal Setting cards that denotes STAAR, MAP, and benchmark assessment data and the students personal Reading growth Goal(s).	Grade Level English Teacher English Department Chair	This supports an ongoing dialogue between the student and English teacher about their progress and growth over time	70%	85%	95%
Targeted Support Strategy 8) English teachers will utilize the Google Knowledge Checks with their classes to collect information data about each students curriculum and reading growth.	English Department Chair	Ensures that teachers are monitoring and reflecting on student curriculum needs and areas for growth over time.	70%	80%	80%
Targeted Support Strategy 9) The Special Education Department will hold, once per month, a small group Reading Instructional Round with students in resource English/Reading classes.	Special Education Department Head SPED Support Administrator	Students will receive additional support outside of the classroom to help build their growth in reading.	40%	60%	60%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Targeted Support Strategy 10) The English department will provide year long intervention support for students who failed Reading STAAR (6-8), demonstrated deficiencies in writing (7th grade), and who need to demonstrate higher acquisition of reading comprehension (8th grade).	English Teachers English Department	English teachers are providing year long supports to their students that meets the needs of grade level goal expectations and that will support growth in Reading and Writing.	100%	80%	80%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Schimelpfenig staff will engage in professional development training to increase their knowledge and acquisition of strategies that support multicultural appreciation, social emotional and academic growth.

Evaluation Data Source(s) 2: Staff training documentation
Staff training feedback
Student surveys
2020 STAAR/MAP noting growth measures and Closing Gaps Indicator

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This performance objective was meet, however, we may consider carrying this over for the 2020-2021 school year, with a focus on collecting data within departments/classrooms focused on assessing acquisition of strategies.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Targeted Support Strategy 1) Provide Professional Development Training specific to MAP, Edugence & Social Emotional Learning/Multicultural Awareness to all staff.	Administration	Teachers will have an heightened awareness as to how each student is doing in their class based on data. Teachers will also take into consideration how cultural, social economic status, and family experiences impact student learning and mental processing.	90%	90%	90%
	100% = Accomplished		0% = No Progress	✖ = Discontinue	

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ari Weinberg	Assistant Principal
Principal/Admin	Brant Perry	Principal
Business Representative	Vacant	Business Representative
Business Representative	Vacant	Business Representative
Faculty Member	Latasha Goodwin	Assistant Principal
Faculty Member SPED	Lorre Smith	Asst Sped Team Leader
Faculty Member	Anoushe Blatz	ESL Department Chair/Teacher
Support Faculty Member	Shealine Burks	Counselor
Faculty Member	Kelly Schumacher	PE/Athletic Coach
Faculty Member	Kristin Zhang	6th/7th grade Math Teacher
Faculty Member	Maria Cano	7th/8th grade Spanish
Parent	Mike Salter	PTA Parent Representative
Parent	Cynthia Steele	PTA Parent Representative
Community Representative	Bryan Bird	Community Member
Community Representative	Linda Patrick	Community Member
Student	Ishi Chakravarthy	Student Representative
District Level Professional Faculty Member	Greg Arp	District Professional
Parent	Marieme Yassini	Parent Representative
Parent	Tasha Thompson	Parent Representative
Parent	Brian Johnston	Parent Representative
Parent	Robert Smith	Parent Representative
Parent	Raj Kumar	Parent Representative

Committee Role	Name	Position
Parent	Farida Chandran	Parent Representative

Addendums

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. Parent Involvement • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	