

Plano Independent School District

Renner Middle School

2019-2020

Accountability Rating: A



Board Approval Date: October 1, 2019

Mission Statement

Plano ISD Mission Statement: Committed to Excellence, Dedicated to Caring, Powered by Learning, Plano ISD Proud

Renner Mission Statement: The mission of Renner Middle School, a shared responsibility of home, school, and community, is to provide an education which nurtures, inspires, and challenges students in their uniqueness, preparing them to be contributing members of society.

Vision

Campus Vision Statement: As a part of our Plano ISD learning community, we will educate, inspire, and empower every student to activate their unique potential in a dynamic world.

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Comprehensive Needs Assessment

Revised/Approved: September 05, 2019

Demographics

Demographics Strengths

1. According to the TEA Report Card, the campus Met Standard.
2. There has been an increase in staff members who speak Spanish who can connect with that community.
3. The attendance rate of the campus (96.9%) is higher than the district (96.7%) and state (95.7%).
4. There are many student-created clubs and organizations.
5. There is a strong and active PTA with multiple outreach events throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overall staff race/ethnicity does not match students with only 13% of the staff being part of a minority group compared to 35.8% of students being African American or Hispanic.

Problem Statement 2: The campus' class sizes are larger than the district and state: ELA (campus-19.2, district-17.4, state-16.7), Foreign Languages (campus-21.6, district-18.9, state-18.6), Mathematics (campus-21.5, district-20.2, state-17.9), Science (campus-21.1, district-21.0, state-19.0), and Social Studies (campus-24.5, district-20.2, state-19.3).

Problem Statement 3: Based on the HRS survey, there is a need to have a plan to support those "migrant" ESL students as those numbers have increased and are projected to continue increasing.

Problem Statement 4: In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations. **Root Cause:** There is a need

to increase the use of effective math strategies in order to meet the needs of all learners.

Problem Statement 5: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations. **Root Cause:** There is a need to analyze the current intervention methods and to refer to previous year's use of the enrichment period and data (MAP, STAAR, CoGAT) to determine which intervention methods were most effective.

Problem Statement 6: Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district. **Root Cause:** There is a need to analyze the previous year's STAAR data to identify the specific areas where high achieving students are not meeting their growth progress.

Student Academic Achievement

Student Academic Achievement Strengths

1. From 2017-2018, the greatest increases occurred with students who Mastered grade level standards.
2. Based on the data, the ELA/Reading interventions are effective at closing the gaps.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations. **Root Cause:** There is a need to increase the use of effective math strategies in order to meet the needs of all learners.

Problem Statement 2: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations. **Root Cause:** There is a need to analyze the current intervention methods and to refer to previous year's use of the enrichment period and data (MAP, STAAR, CoGAT) to determine which intervention methods were most effective.

School Processes & Programs

School Processes & Programs Strengths

Strengths:

1. There are processes and procedures for intervention within the school day.
2. The campus has incorporated structure and time into the teacher workday so they can focus on data and planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Even with dedicated time available for teachers to meet with their collaborative teams, we are still not effectively meeting all students' needs. **Root Cause:** There is a need to analyze the current collaborative team format and to determine how to best maximize that meeting time.

Problem Statement 2: Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district. **Root Cause:** There is a need to analyze the previous year's STAAR data to identify the specific areas where high achieving students are not meeting their growth progress.

Perceptions

Perceptions Strengths

Strengths:

1. Welcoming office staff who greet everyone who comes in the building.
2. Open door policy to parents and staff members.
3. Parent communication from the teachers and campus, in general (Parent eNews, weekly updates, Remind App).
4. Diverse campus that welcomes everyone.
5. Staff members work hard to connect with their students and support them in and out of their classrooms.
6. Campus has implemented a new discipline referral system that will streamline all discipline.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With the number of English Language Learners and their families continuing to rise, there is a need to increase the campus outreach to meet the needs of that group **Root Cause:** Parents are unaware of the resources that are available to them because the majority of campus communication is not in their native language

Problem Statement 2: 19.7% of faculty members Strongly Disagree or Disagree that the school is a safe learning environment. **Root Cause:** Consistent communication from administration to teachers and then teachers to students regarding and policies and procedures.

Priority Problem Statements

Problem Statement 1: In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations.

Root Cause 1: There is a need to increase the use of effective math strategies in order to meet the needs of all learners.

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations.

Root Cause 2: There is a need to analyze the current intervention methods and to refer to previous year's use of the enrichment period and data (MAP, STAAR, CoGAT) to determine which intervention methods were most effective.

Problem Statement 2 Areas: Demographics - Student Academic Achievement

Problem Statement 3: Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district.

Root Cause 3: There is a need to analyze the previous year's STAAR data to identify the specific areas where high achieving students are not meeting their growth progress.

Problem Statement 3 Areas: Demographics - School Processes & Programs

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
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 05, 2019




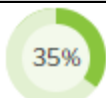


Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

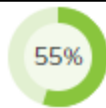





Performance Objective 1: Renner will increase student learning in mathematics as evidenced by an increase of 3-5% in students meeting expected growth and accelerated growth on the 2020 STAAR

Evaluation Data Source(s) 1: 2020 STAAR Math results

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Math collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards	Math Department Head 6th Grade Math Team Lead, 7th Grade Math Team Lead, 8th Grade Math Team Lead	Evidence of math teachers' increase in understanding the 4 questions and using them			
	Problem Statements: Demographics 4, 5, 6 - Student Academic Achievement 1, 2 - School Processes & Programs 2				
2) Math teachers attend training in order to learn how to use MAP data, class by RIT, etc., to track students	Math Department Head, Academic Specialist, Assistant Principals, Principal	Increased understanding of how to apply data to the better improve instruction			
	Problem Statements: Demographics 4, 5, 6 - Student Academic Achievement 1, 2 - School Processes & Programs 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) Targeted tutorials in math to decrease student deficits	Math Department Chair, Assistant Principal, Principal, Academic Specialist	To increase student math scores on MAP and common formative assessments			
	Problem Statements: Demographics 4, 5, 6 - Student Academic Achievement 1, 2 - School Processes & Programs 2				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations. Root Cause 4: There is a need to increase the use of effective math strategies in order to meet the needs of all learners.
Problem Statement 5: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations. Root Cause 5: There is a need to analyze the current intervention methods and to refer to previous year's use of the enrichment period and data (MAP, STAAR, CoGAT) to determine which intervention methods were most effective.
Problem Statement 6: Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district. Root Cause 6: There is a need to analyze the previous year's STAAR data to identify the specific areas where high achieving students are not meeting their growth progress.
Student Academic Achievement
Problem Statement 1: In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations. Root Cause 1: There is a need to increase the use of effective math strategies in order to meet the needs of all learners.
Problem Statement 2: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations. Root Cause 2: There is a need to analyze the current intervention methods and to refer to previous year's use of the enrichment period and data (MAP, STAAR, CoGAT) to determine which intervention methods were most effective.
School Processes & Programs
Problem Statement 2: Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district. Root Cause 2: There is a need to analyze the previous year's STAAR data to identify the specific areas where high achieving students are not meeting their growth progress.










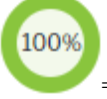


Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Renner will increase student learning in reading as evidenced by an increase of 3-5% in students meeting expected growth and accelerated growth on the 2020 STAAR

Evaluation Data Source(s) 2: 2020 STAAR Reading results

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards	English Grade Level Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead	Evidence of teachers increase in understanding the 4 questions and using them			
Problem Statements: Demographics 5 - Student Academic Achievement 2					
2) English teachers attend training in order to learn how to use MAP data, class by RIT, etc., to track students	English Department Head, Assistant Principals, Principal	Increased understanding of how to apply data to the better improve instruction			
Problem Statements: Demographics 5 - Student Academic Achievement 2					
3) Targeted tutorials in reading to decrease student deficits	English Department Chair, Assistant Principal, Academic Specialist	To increase student's reading scores on MAP and common formative assessments			
Problem Statements: Demographics 5 - Student Academic Achievement 2					
 = Accomplished  = No Progress  = Discontinue					

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 5: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations. **Root Cause 5:** There is a need to analyze the current intervention methods and to refer to previous year's use of the enrichment period and data (MAP, STAAR, CoGAT) to determine which intervention methods were most effective.

Student Academic Achievement

Problem Statement 2: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations. **Root Cause 2:** There is a need to analyze the current intervention methods and to refer to previous year's use of the enrichment period and data (MAP, STAAR, CoGAT) to determine which intervention methods were most effective.

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.

2019-2020 SBIC Committee

Committee Role	Name	Position
Administrator	Rayna Matthews-Whetstone	Assistant Principal
Classroom Teacher	Chris Koons	Teacher
Administrator	Travis Ragsdale	Assistant Principal
Classroom Teacher	Daniel Anaya	Teacher
Parent	Ericka Williams-Johnson	Parent
Classroom Teacher	Heather Eck	Teacher
Paraprofessional	Rhonda Snyder	Office Clerk
Parent	Monica Heredia	Parent
Business Representative	Charles Smith	Business Representative
Parent	Karla Gage	Parent
Community Representative	Kristin Glasscock	Community Representative
Classroom Teacher	Dionne Hudson	Teacher
Business Representative	Aqua Umoren	Business Representative
Administrator	Jill Engelking	Principal
Classroom Teacher	Tammy Harbin	Teacher
Classroom Teacher	Anna Hensley	Teacher
Classroom Teacher	Karen Bradshaw	Teacher
Paraprofessional	Athulya Bright	Special Education Aide
Classroom Teacher	Mathew Duckworth	Teacher
Parent	Kisha Mize	Parent
Classroom Teacher	Alison Henochowicz	Parent
Parent	Stella Heidman	Parent

Committee Role	Name	Position
Community Representative	Dr. Kristen Carroll	Community Representative
Parent	Alison Grzyb	Parent
Parent	Rosolayn Johnson	Parent

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)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • 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. <p>Fitness</p> <ul style="list-style-type: none"> • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> 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. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> 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	