Plano Independent School District

Otto Middle School

2019-2020

Accountability Rating: A

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

Board Approval Date: October 1, 2019

Mission Statement

At Otto Middle School, our mission is to foster lifelong learning as students obtain knowledge and skills needed for future success.

Vision

At Otto Middle School, we envision a community that is built on perseverance, purpose and effective systems that develop lifelong learners through mindfulness, critical thinking, opportunities for leadership, and the celebration of diversity.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- This campus is highly diverse.
- Our staff diversity reflects our student diversity.
- All demographic groups are represented.

Student Academic Achievement

Student Academic Achievement Strengths

- Our Domain 3 Closing the Gaps status went from 8 not meeting goals in 2018 to 4 in 2019 out of 61 goals.
- Our Accountability Ratings will be an A for two years in a row. Our Domain 2B went from an 89 to a 91.
- On the Gap Analysis document the students performed higher than the district in almost every subject.
- How: PLCs, cross curriculum interventions, and interactive word walls made gains.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Achievement gap for for ELLs and special education students is larger than that of other subgroups.

Problem Statement 2: The campus needs additional staff training and support in identifying and supporting the needs of economically disadvantaged, ESL and Special Education populations.

School Processes & Programs

School Processes & Programs Strengths

- Scheduling and planning among teams and PLC
- Counselors/systems in place for student placement to better help the student
- Using data to inform instruction and create assessments
- Relatively speaking, technology is a strength on this campus. It is used to help support the curriculum and the needs of all students.
- A system for observing other teachers

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A process is needed to gather sustainable data to measure the effectiveness of instructional interventions.

Problem Statement 2: School staff need expanded opportunities to facilitate cohesiveness between new teachers and existing staff.

Perceptions

Perceptions Strengths

- building relationships with students
- Collaboration across grade levels to help meet student needs
- Maintains a safe environment

Priority Problem Statements

Problem Statement 1: The campus needs additional staff training and support in identifying and supporting the needs of economically disadvantaged, ESL and Special Education populations.
Root Cause 1:
Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Achievement gap for for ELLs and special education students is larger than that of other subgroups.
Root Cause 2:
Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: A process is needed to gather sustainable data to measure the effectiveness of instructional interventions.
Root Cause 3:
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: School staff need expanded opportunities to facilitate cohesiveness between new teachers and existing staff.
Root Cause 4:
Problem Statement 4 Areas: 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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

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

Goals

Revised/Approved: August 28, 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: Otto Middle School will increase ESL and Special Education student performance at the STAAR Approaches Grade Level standard as evidenced by a 3% increase in Reading, Math, Science and Social Studies. To meet this goal, teachers require additional support to meet the needs of ESL and Special Education students to close performance gaps.

STAAR Approaches Data:
Reading 7 Monitored 2 (campus / district) 57 / 84
Math 7 Monitored 2 (campus / district) 60 / 82
Math 8 ESL (campus / district) 57 / 72
Math 8 SpEd (campus / district) 32 / 49
Science SpEd (campus / district) 35 / 38
Social Studies SpEd (campus / district) 21 / 31

Evaluation Data Source(s) 1: 2020 STAAR Results; Domain 3 - Closing the Gaps Data Table

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue targeting strategies to close performance gaps for EL and Special Ed learners.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Teachers will participate in IEP compliance training during summer inservice.	Special Education Department Head	Teachers will have a better working knowledge of effective IEP implementation to better meet the needs of Special Education students.	100%	100%	100%
Problem Statements: Student Academic Achievement 1, 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Disseminate information on ELL students to teachers during summer inservice and provide training.	ESL Department Head	By gaining knowledge about ELL students before the first day of school, teachers will be better prepared to meet student needs.	50%	90%	100%
	Problem Statements: Student Academic Achievement 1, 2				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide ELLevation training and support for teachers.	ESL Department Head	Training will increase teacher understanding of student data and instructional interventions.	75%	85%	100%
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 4) ELL and Special Education student progress will be monitored by the case manager and ELL Teachers.	ESL Department Head and Special Education Team Leader	ELL and Special Education students will receive effective academic intervention and support.	50%	75%	100%
	Problem Statements: Student Academic Achievement 1, 2				
TEA Priorities Recruit, support, retain teachers and principals 5) Creation of Special Education Google Site for teachers.	Special Education Team Leader	Information provided on the Google Site will provide teachers with resources to better meet the needs of Special Education students.	40%	80%	95%
	Problem Statements: Student Academic Achievement 2				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 6) Continue implementation of interactive word walls school-wide to immerse all students in academic language.	CORE Department Heads	The word walls will increase the acquisition of academic language and vocabulary.	50%	75%	75%
	Problem Statements: Student Academic Achievement 1				
TEA Priorities Build a foundation of reading and math 7) Training will be provided for teachers to more effectively provide modifications, accommodations, and instructional strategies for EL students and Special Education students.	ESL Department Head and Special Education Team Leader	Instruction provided to students will better meet their needs and contribute to higher academic achievement.	25%	90%	100%
	Problem Statements: Student Academic Achievement 2				
TEA Priorities Build a foundation of reading and math 8) The campus will implement opportunities for parents to gain knowledge and access resources on strategies for EL and Special Education students.	ESL Department Head and Special Education Team Leader	Increased communication and understanding by parents of strategies and campus processes to promote academic achievement of EL and Special Education students.	40%	75%	75%
	Problem Statements: Student Academic Achievement 1, 2				

100% = Accomplished	0% = No Progress	✕ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Achievement gap for for ELLs and special education students is larger than that of other subgroups.
Problem Statement 2: The campus needs additional staff training and support in identifying and supporting the needs of economically disadvantaged, ESL and Special Education populations.

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.

Performance Objective 1: Otto Middle School teachers and staff will implement their knowledge of Social Emotional Learning to enhance the social emotional well-being of students and teachers as evidenced by increasing students ability to integrate thinking, emotions and behavior in ways that lead to positive school experiences and life skill development.

Evaluation Data Source(s) 1:
Sign-in sheets and agendas from staff trainings; student survey for understanding student's level of proficiency--first 9 weeks, beginning of November and prior to Semester exams; Spring to follow up as needed.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue targeting SEL strategies as a foundation to learning.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 1) Teachers will participate in SEL Training during all staff inservice.	SEL Facilitator	Teachers will have a better working knowledge of effective SEL strategies to best meet the needs of our students and promote success	50%	75%	75%
		Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 2) Teachers will utilize a google request form to request assistance with implementing community and restorative circles within their classroom.	SEL Facilitator/Team	Teachers will become more proficient implementing proactive community and restorative circles as a regular practice within the classroom.	50%	75%	90%
		Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2			
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 3) New Teachers will receive SEL training in order to reach the campus level of proficiency.	SEL Facilitator, New Teacher Mentor Liaison	New teachers to the campus can contribute actively confidently implement SEL strategies.	50%	75%	75%
		Problem Statements: School Processes & Programs 1			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 4) All teachers will utilize the Second Step SEL curriculum lessons administered a minimum of once per week during Bobcat.	SEL Facilitator, Admin	Consistent lessons will be delivered campus-wide to promote successful interactions and life skill development.	50%	75%	85%
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2				
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 5) Meet with district SEL representative to develop additional plans for social emotional learning on campus for staff and students.	SEL Facilitator	Increased social/emotional capacity in staff and students as well as a safe and collaborative campus culture.	30%	75%	75%
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2				
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 6) Utilize PALS to assist with student-led community circles and delivery of "elevate OMS" lessons designed to teach students to "elevate" each other.	SEL Facilitator, PALS Facilitator	Increased social/emotional competency among students.	25%	70%	70%
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2				
7) The campus will implement opportunities for parents to gain knowledge and access resources on Social Emotional Learning.	SEL Facilitator/Team	Increased communication and understanding by parents of SEL strategies and campus processes to promote social emotional well-being.	40%	75%	90%
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 2				
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: The campus needs additional staff training and support in identifying and supporting the needs of economically disadvantaged, ESL and Special Education populations.

School Processes & Programs
Problem Statement 1: A process is needed to gather sustainable data to measure the effectiveness of instructional interventions.
Problem Statement 2: School staff need expanded opportunities to facilitate cohesiveness between new teachers and existing staff.

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 Improvement Committee

Committee Role	Name	Position
Campus Professional, Non-teaching	Abby Hines-Homer	Assistant Principal
Administrator	Antoine Spencer	Principal
Campus Professional, Non-teaching	Mark Kelly	Assistant Principal
Classroom Teacher	Rita Attuquayefio	Faculty Member
Classroom Teacher	Jaimi Boutemy De Guislain	Faculty Member
Classroom Teacher	Jeff Theilbar	Faculty Member
Classroom Teacher	Yamicii Wilson	Faculty Member
Non-classroom Professional	Nikole Roberson	Faculty Member
Non-classroom Professional	Lynette Snyder	Faculty Member, Special Education
Support Staff Member	Norma Jones	Parent Liaison
Parent-Selected by PTSA	Suzanne Gibson	Parent
Parent	Fern Johnson	Parent
Parent	Jodie Gee	Parent
Parent	John Beall	Parent
Business Representative	Coral Siordia	Business Representative/Parent
Business Representative	Megan Sanders	Business Representative
Community Representative	Connie Reeves	Community Member/Parent
Community Representative	Sadia Abassi	Community Member/Parent
Parent	Ermioni Takou	Parent
Non-classroom Professional	Misty Benson	Faculty Member
Classroom Teacher	Verna Franco	Faculty Member-ELL
Classroom Teacher	Anna Mackey	Faculty Member-SEL

Committee Role	Name	Position
Classroom Teacher	Michelle Schuler	Faculty Member-PLC
District-level Professional	Marie Heath	District Professional-ESL/Multilingual
Parent	Shaunda Gordon	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)
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	