

Plano Independent School District

Meadows Elementary

2019-2020



Board Approval Date: October 1, 2019

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- We are NOT identified for comprehensive support and improvement.
- We got better!
- Academic Achievement is based upon MEETs or higher.
- 4 areas have 3 years that did not meet the target.
- AA is % of all students 3-5 who meet or masters for Reading and Math.
- Limited Growth = 0 pts; Expected Growth = .5 pts; Accelerated = 1 pt
- State says “Meets” is proficient. Masters too. :)
- We want to see cohort data
- We moved from 25 red areas to 4 in two years
- Special Ed has shown growth
- Growth in Math each year
- Growth in reading academic achievement
- Hispanic population has shown growth
- White population has shown growth

- Eco, All, and Hispanic are very close to the same

Problem Statements Identifying Demographics Needs

Problem Statement 1: Closing the Gaps data indicates that we need to increase the number of students scoring at the Meets and Mastery levels in order to meet the four targets not met in the 2018-2019 school year.

School Processes & Programs

School Processes & Programs Strengths

1.3 The use of electronic tools

*1.5 Opinion from teacher's on intervention and how they want it done in classroom....This data was used in creating intervention groups and push in**

Announcements in Gym

1.5 Feedback from emergency drills....via email....with specific corrections

1.7 Weekly Memo that recognizes a lot of teachers weekly

1.8 Sharing budget with everybody and getting feedback from everyone

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: HRS data indicates a need for increased transparency identifying which decisions teacher have input on and more opportunities to provide input.

Perceptions

Perceptions Strengths

1. 67% of students feel safe in all places
2. 85% of students feel cared about
3. 81% of students say they have not been bullied
4. Able to recognize students who are in need of support and get the process started to get the services they need
5. We are nice and friendly
6. 95% of students feel teachers are friendly and nice. 91% feel they are treated with respect by their teachers. 86% said they have good relationships with their teachers. 14 students did say that they do not feel comfortable reporting details of dangerous behavior. Only 2 Staff members marked they felt unsafe. 32% of staff feel that students do not treat staff with respect. The definition of respect may need to be clarified as the definition varies. Teachers must learn their students so they can identify the best way to connect.
7. 100% of students and staff feel they know the response protocol. 98% feel the school is well maintained. Parking lot, playground and restrooms were the places marked highest as being unsafe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most Parent Engagement activities are focused on building social connections between home and school. We need to increase the number of opportunities to engage families in supporting the academic success of our students.

Priority Problem Statements

Problem Statement 1: There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing.

Root Cause 1: Lack of shared understanding and successful implementation of the writing component of Balanced Literacy.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade ((K)79-(1st)63-(2nd)50-(3rd)29-(4th)23-(5th)49) as measured by K-2 IRIs and 3-5 Reading STAAR Meets and Mastery performance.

Root Cause 2: Lack of a shared understanding and successful implementation of the components of Balanced Literacy.

Problem Statement 2 Areas: Student Academic Achievement

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
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records 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

- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent 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

Goals

Revised/Approved: September 08, 2015

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: Meadows Elementary will increase the number of students performing at the Approaching level by 5%, the Meets level by 5% and the Mastery level by 3% on the Reading STAAR test.

Meadows Elementary K-2 teachers will increase the number of students reading on grade level to 80% as measured by EOY Individual Reading Records.

Evaluation Data Source(s) 1: 2020 Reading STAAR
K-2 Reading Records

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing applicable data during our CNA process using BOY and MOY date in the 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Provide professional learning on best practices to implement effective guided reading.</p> <p>By the end of November 2019 - RLA teachers will attend professional learning on implementation of guided reading using the new district resource.</p> <p>RLA teachers will maintain a weekly guided reading lesson plan with monitoring notes to document student progress.</p> <p>RLA teachers will have an opportunity to observe a model lesson of guided reading .</p> <p>All RLA teachers will video/record themselves teaching a guided reading group. Teachers will complete a reflection protocol to identify an affirmation for their own implementation and one area to target personal growth.</p> <p>January 2020 - follow up professional learning opportunities will be offered based on results of teacher feedback and campus walk-through.</p> <p>By the end of March 2020- All RLA teachers will video /record themselves facilitating a guided reading group and complete a reflection on their growth in implementing guided reading and next steps for continuous improvement.</p>	2.4, 2.6	Instructional Coaches, Campus Administrators	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Provide professional learning on the components of Balanced Literacy: Reading and Writing Workshop Model</p> <p>Timeline- November 2019 - RLA teachers will participate in professional learning to development meaning around the components of Reading and Writing Workshop.</p> <p>All RLA teacher lesson plans will incorporate the Balanced Literacy Framework components of Reading and Writing Workshop.</p> <p>By the end of January 2020- Teachers will have an opportunity observe reading/writing workshop through learning walk.</p> <p>January - March 2020 - follow up professional learning opportunities will be offered based on results of teacher feedback and campus walk-through.</p>	2.4, 2.5, 2.6	District Coordinators, Instructional Coaches, and Campus Administrators	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			
<p>Problem Statements: Student Academic Achievement 2</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) Utilize Running/Reading Records to assess and monitor all K-2 students and Tier II and Tier III 3-5 student's reading progress on a monthly basis.</p> <p>Timeline-</p> <p>September 2019 -Teachers will complete baseline reading record assessment for all K-5 students.</p> <p>November 2019- One additional running record data point will be completed for all K-2 students and all Tier II and Tier III 3-5 students.</p> <p>January 2020 - One additional reading record data point will be completed for all K-5 students.</p> <p>March 2020 - Two additional reading record data points will be completed for all K-2 students and all Tier II and Tier III 3-5 students.</p> <p>May 2020 - One additional running record will be completed for all K-2 students and all Tier II and Tier III 3-5 students, and one reading record data point will be completed for all K-5 students.</p>	2.4, 2.5, 2.6	Teachers, Team Leaders, Instructional Coaches and Administrators	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			
<p>Problem Statements: Student Academic Achievement 2</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) Grade level teams will record and track reading level progress monthly. Teams will hold a data meeting each month to review progress of student reading levels, identify strategies that have assisted students making progress, identify needs of students requiring additional support, and develop new intervention plans to support students not on track for meeting end of year reading level.</p> <p>Timeline -</p> <p>October 2019- 100% of grade level reading records completed and baseline levels reported by grade level.</p> <p>November 2019 - Grade levels record reading record progress and document data meeting results and plans in Google Data folder. Goal: - 50% of students reading on level for this time of year.</p> <p>January 2020 - 2 additional data points will be posted for reading level progress and 2 data meetings will be documented in Google folder. Goal - 60% of students reading at the MOY expected level.</p> <p>Teachers will analyze MOY MAP data, Reading Essential Standards data, Unit Assessment data and Reading Records to ensure student progress is evident in all areas, or identify where the discrepancies in data exists, analyze the discrepancies and develop a plan to ensure assessments are aligned and consistent in measuring student performance.</p> <p>March 2020 - 2 additional data points will be recorded for reading level progress and 2 data meetings will be documented in Google folder. Goal - 70% of students reading at the expected level for March.</p> <p>June 2020 - 2 additional data points will be recorded for reading level progress and 2 data meetings will be documented in Google folder. Goal - 80% of students reading at the</p>	2.4, 2.5, 2.6	Teachers, Team Leaders, Instructional Coaches and Administrators	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			

EOY expected level.

Teachers will analyze EOY MAP data, Reading Essential Standards data, Unit Assessments data and Reading records to ensure student progress is evident in all areas.

Problem Statements: Student Academic Achievement 2

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>5) Identify Essential Standards for K-5 Reading and track student performance on Essential Standards each month. Teachers will participate in monthly data meetings to analyze the data in order to identify strengths areas in need of improvement, and develop a instructional plan to address needs.</p> <p>Timeline-</p> <p>November 2019- Identify Reading Essential Standards for each grade level.</p> <p>Administer a common assessments over Reading Essential Standards at least one time and analyze and post data. Goal - 50% meets standard</p> <p>January 2020 - administer two more common assessments over Reading Essential Standards and analyze and post data. Goal - 60% meets standard</p> <p>March 2020 - administer two more common assessments over Reading Essential Standards and analyze and post data. Goal - 70% meets standard</p> <p>May 2020 - administer two more common assessments over Reading Essential Standards and analyze and post data. Goal - 80% meets standard on all Essential Standards.</p>	2.4, 2.5, 2.6	Teachers, Team Leaders, Instructional Coaches, and Administrators	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			
<p>Problem Statements: Student Academic Achievement 2</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>6) Utilize a Balanced Literacy Vertical Team and the Instructional Leadership Team to gain teacher insight, feedback, and needs regarding systems for implementation of Balanced Literacy. The teams will track campus Running/Reading Record data, Essential Standards Data and Writing Rubric Data to identify trends, needs and next steps to support grade levels reaching the campus goals.</p> <p>Timeline -</p> <p>November 2019- Vertical Team/ILT will have met once to analyze grade level reading record data, reading Essential standards data, and BOY MAP Data, and writing rubric data to identify campus-wide patterns of strengths and areas of need. The committee will make recommendations for future professional learning based on the data. The committee will report out to staff their findings and recommendations at a staff meeting.</p> <p>January 2020 - Vertical Team/ILT will have met one more time to analyze grade level reading record data, reading Essential standards data, and EOY MAP Data, and writing rubric data to identify campus-wide patterns of strengths and areas of need. The committee will make recommendations for future professional learning based on the data. The committee will report out to staff their findings and recommendations at a staff meeting.</p> <p>March 2020- Vertical Team/ILT will have met once more to analyze grade level reading record data, Reading Essential standards data, and writing rubric data to identify campus-wide patterns of strengths and areas of need. The committee will make recommendations for future professional learning based on the data. The committee will report out to staff their findings and recommendations at a staff meeting.</p> <p>May 2020- Vertical Team /ILT will have met once</p>	2.4, 2.5, 2.6	Vertical Team Members, Instructional Coaches, and Administrators	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			

more to analyze grade level reading record data, EOY MAP data, and Reading Essential Standards data, and writing rubric data to identify campus-wide patterns of strengths and areas of need. The committee will make recommendations for future professional learning based on the data.

Problem Statements: Student Academic Achievement 1, 2

7) Campus administrators will complete classrooms walkthroughs to provide feedback on implementation of Reading and Writing Workshop.

Timeline -

November 2019- RLA staff will have received feedback from one walkthrough.

District Model Schools Walkthrough will provide

January 2020- RLA staff will have received feedback from two more walkthroughs.

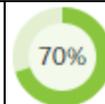
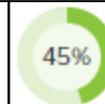
March 2020- All RLA staff will have received feedback from two more walkthroughs.

May 2020- All RLA staff will receive feedback from two more walkthroughs.

2.4, 2.5, 2.6

Administrators

Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR



Problem Statements: Student Academic Achievement 1, 2

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>8) Host a parent engagement night focused on literacy.</p> <p>Timeline - November 2019- date is set for parent event.</p> <p>January 2020 - Parent event has been planned and communicated to parents.</p> <p>April 2020- Parent event held and feedback obtained from parents.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Librarian, Teachers, Student Support Team, Instructional Coaches and Administrators.	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			
Problem Statements: Student Academic Achievement 1, 2						
<p>9) Incorporate parent engagement opportunities into existing parent and student activities that provide ways for parents to support literacy development, and other identified areas of need, at home.</p> <p>Timeline - November 2019- Host one small group Parent Coffee to invite parents to come and share their input on what they would like us to offer to best meet their needs.</p> <p>December 2019- Incorporate a literacy connection activity into the Winter Program - such as reading a story with a teacher/admin (in person or digitally).</p> <p>January 2020-Host at least two parent engagement sessions during tutoring times to teach parents ways to support their child's reading or writing development at home.</p> <p>Host at least one more small group Parent Coffee to invite parents to come and share their input on what they would like us to offer to best meet their needs.</p> <p>March 2020- Host at least two more parent engagement sessions during tutoring times to teach parents ways to support their child's reading or writing development at home.</p>	2.6, 3.1, 3.2	Student Support Team, teachers, Administrators.	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			
Problem Statements: Student Academic Achievement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
10) Provide ongoing professional learning on language strategies to support all students in all content areas.		ESL Teachers, Instructional Coaches and Administrators	In January 2020 hold an initial professional learning session on language strategies using Talk Read Talk write.			
Problem Statements: Student Academic Achievement 2						
11) Outline a sequence of language strategies to be implemented in each classroom within a designated time period. Timeline - By the end of January 2020, develop a plan of specific strategies to be utilized and monitored in all K-5 classrooms.		ESL Teachers, Instructional Coaches, Administrators	Increase in the number of students reading on grade level as measured by K-5 Reading and Running Records and 3-5 Reading STAAR			
Problem Statements: Student Academic Achievement 2						
12) Saturday School - provide additional intervention support on Saturdays beginning the second semester.	2.4	Admin Team	Increase student achievement			
13) Purchase classroom library books to expand resources for independent reading.	2.4, 2.5, 2.6	Administrative Team	Increase student performance on Reading Records and STAAR Reading.			
Funding Sources: 211 Title I, Part A - 6900.00						
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. Root Cause 1: Lack of share understanding and successful implementation of the writing component of Balanced Literacy.
Problem Statement 2: The percentage of students reading at a proficient level decreases from Kindergarten through fifth grade ((K)79-(1st)63-(2nd)50-(3rd)29-(4th)23-(5th)49) as measured by K-2 IRIs and 3-5 Reading STAAR Meets and Mastery performance. Root Cause 2: Lack of a shared understanding and successful implementation of the components of Balanced Literacy.

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: Meadows Elementary will increase the number of students performing at the Approaching level by 5%, the Meets level by 5% and the Mastery level by 3% on the Writing STAAR test.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing applicable data during our CNA process using BOY and MOY date in the 2020-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>1) Provide professional learning on the components of Balanced Literacy: Reading and Writing Workshop Model</p> <p>Timeline -</p> <p>November 2019 - RLA teachers will participate in professional learning to development meaning around the components of Reading and Writing Workshop.</p> <p>RLA teacher lesson plans will incorporate the Balanced Literacy Framework components of Reading and Writing Workshop.</p> <p>By the end of January 2020- Teachers will observe writing workshop.</p> <p>January 2020 - follow up professional learning opportunities will be offered based on results of teacher feedback and campus walk-through.</p> <p>March 2020- Teachers will complete a second observation of writing workshop .</p>	2.4, 2.5, 2.6	Teachers, Team Leaders, Instructional Coaches and Administrators				
<p>Problem Statements: Student Academic Achievement 1</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
2) Utilize district writing rubric to assess and monitor all K-5 students writing progress on a monthly basis.	2.4, 2.5, 2.6	Teachers, Team Leaders, Instructional Coaches, and Administrators.	<p>September 2019 - 100% teachers will complete baseline writing assessment for all K-5 students.</p> <p>November 2019- Two additional writing data points will be completed for all K-5 students.</p> <p>January 2020 - Two additional writing data points will be completed for all K-5 students.</p> <p>March 2020 - Two additional writing data points will be completed for all K-5 students.</p> <p>May 2020- Two additional writing data points will be completed for all K-5 students.</p>			
				Problem Statements: Student Academic Achievement 1		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Grade level teams will post writing progress monthly. Teams will hold a data meeting each month to review progress of student writing, identify strategies that have assisted students making progress, identify needs of students requiring additional support, and develop instructional plans to support students not on track for meeting end of year writing expectations.	2.4, 2.5, 2.6	Teachers, Team Leaders, Instructional Coaches, and Administrators	<p>October 2019- 100% of writing assessments completed and baseline rubric levels posted by grade level.</p> <p>November 2019 - Grade levels post writing progress and document data meeting results and plans in Google Data folder. Goal: - 50% of students scoring rubric level 3 for this time of year.</p> <p>January 2020 - 2 additional data points will be posted for reading level progress and 2 data meetings will be documented in Google folder. Goal - 60% of students scoring rubric level 3 for MOY.</p> <p>Teachers will compare MOY MAP data (3-5), Essential Standards data, Unit Assessment data, writing rubric data and writing samples to ensure student progress is evident in all areas, or identify where the discrepancies in data exists, analyze the discrepancies and develop a plan to ensure assessments are aligned and consistent in measuring student performance.</p> <p>March 2020 - 2 additional data points will be posted for writing progress and 2 data meetings will be documented in Google folder. Goal - 70% of students scoring rubric level 3 for March.</p> <p>May 2020 - 2 additional data points will be posted for writing progress and 2 data meetings will be documented in Google folder. Goal - 80% of students students scoring rubric level 3 for the EOY expected level.</p>			
				Problem Statements: Student Academic Achievement 1		
4) Outside of the day tutoring - extra pay for teachers and provide snacks for students during Saturday School.	2.4, 2.5, 2.6	Administration Team	Increase student performance on STAAR			
				Funding Sources: 211 Title I, Part A - 0.00		
5) Purchase additional writing resources to assist teachers in developing writer's workshop lessons. Approximately \$1500.00	2.4, 2.5, 2.6	Administration Team	Increase student performance on STAAR and EOY writing rubric scores.			
				Funding Sources: 211 Title I, Part A - 1314.50		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Extra Duty Pay to provide the opportunity for extended learning experiences over the summer to increase students performance in reading and Writing STAAR.	2.4, 2.5, 2.6	Administrative Team	Increase student performance on STAAR			
	Funding Sources: 199 Bilingual/ESL/ELL - 1900.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a gap in the number of students performing at the Approaches, Meets and Masters grade level standard between the campus and district performance on 4th-grade STAAR Writing. Root Cause 1: Lack of share understanding and successful implementation of the writing component of Balanced Literacy.

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	Katherine Foster	Assistant Principal
Administrator	Scott Schweikhard	Assistant Principal
Non-classroom Professional	Jennifer Wells	Assistant Principal
Business Representative	Peggy Dickerson	UTD Liason
Classroom Teacher	Eboni Walls	Kinder Team Lead
Classroom Teacher	Jeanne Elizondo	First Grade Team Lead
Classroom Teacher	Janet Byler	First Grade Team Lead
Classroom Teacher	Stephani Holguin	Second Grade Team Lead
Classroom Teacher	Lauren Pollard	Third Grade Team Lead
Classroom Teacher	Blanca Solares	Third Grade Team Lead
Classroom Teacher	Alyson Esch	Fourth Grade Team Lead
Classroom Teacher	Tricia Harvey	Fourth Grade Team Lead
Classroom Teacher	Melissa Svec	Fifth Grade Team Lead
Classroom Teacher	Amy Stadheim	Fifth Grade Team Lead
Non-classroom Professional	Brenda Myers	Specials Team Lead
Special Education Team Leader	Stacey Cale	Special Education Team Lead
Special Education Team Leader	Stephanie Ketcham	Special Education Team Lead
Parent	Tiffany Tepper	Parent/PTA President
Community Representative	Kelly Reed	Community Volunteer / PTA Member
Community Representative	Bonnie Clark	Community Volunteer/PTA member
Parent	Magy Cuadra	Parent
Non-classroom Professional	Pat Balderas	IS Team Lead

Committee Role	Name	Position
Non-classroom Professional	Monica McCaffrey	IS Team Lead
Paraprofessional	Meri Ribo	Paraprofessional
Parent	Megan Livengood	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 	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)
<p>2. Coordinated Health Program</p> <p>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	