Plano Independent School District

Weatherford Elementary

2019-2020

Accountability Rating: C

Board Approval Date: October 1, 2019

Mission Statement

Weatherford Elementary creates a culture that is focused on continous learning, collaboration and results.

Vision

Our students will achieve their personal best by providing them with social, emotional, and academic learning from the Weatherford community.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

SES lower than state is 17/18

Index 3- closing the gap 2015(4.8) 2018: 6.7 2017

low SES 60.5 2018, low SES 55.9

Index 2 student progress: 2015 (37)-2018(69)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students did not meet measures of growth on STAAR compared to the District in Reading and Math: **Root Cause**: Collaborative Teams will address the need to provide effective Tier 1 instruction.

Problem Statement 2: Parent involvement opportunities are limited when compared to schools operating at a high reliability level.

Student Academic Achievement

Student Academic Achievement Strengths

I/E time has helped our scores based on ability grouping

Planning-Targeted instruction focusing on TEKS in group planning has helped our scores

SEL programs are helping our teacher-student relationships

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students did not meet measures of growth on STAAR compared to the District in Reading and Math: **Root Cause**: Collaborative Teams will address the need to provide effective Tier 1 instruction.

Problem Statement 2: There is a limited amount of after school enrichment opportunities for all students.

School Processes & Programs

School Processes & Programs Strengths

staff collaboration, what to do in an emergency, office staff is friendly, PLC training and collaboration, 98% of students attend school regularly, 80% of teachers differentiate, 85% need no refinement,
increase in student data analysis, learning target posted to reflect instruction, SEL awareness, student to student communication, safe and orderly, collaborative teams willing and able to change together using technology, meaningful learning google form data from walkthroughs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Opportunities for effective staff collaboration and communication in the planning process is limited. **Root Cause**: Priority has been given to Tier 2 and 3 instruction and student intervention which has limited the time for staff collaboration.

Problem Statement 2: Common assessments and student data are utilized at varying levels of effectiveness.

Problem Statement 3: Technology is being used at varying levels of effectiveness.

Perceptions

Perceptions Strengths

Staff collaboration

Action Plan in an Emergency

Friendly Office Staff

PLC training and collaboration had a positive impact

98% of students attend school regularly

80% of teachers differentiated their lessons

85% of teachers needed no refinement in their walk through

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance incentives are not effective in reducing chronic absences.

Problem Statement 2: Campus wide communication is a varying levels of effectiveness.

Problem Statement 3: Consistency with campus climate being a safe and orderly environment are at varying levels. **Root Cause**: Teams are at varying levels of consistency with social emotional learning practices and strategies.

Priority Problem Statements

Problem Statement 1: Students did not meet measures of growth on STAAR compared to the District in Reading and Math:

Root Cause 1: Collaborative Teams will address the need to provide effective Tier 1 instruction.

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: Opportunities for effective staff collaboration and communication in the planning process is limited.

Root Cause 2: Priority has been given to Tier 2 and 3 instruction and student intervention which has limited the time for staff collaboration.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Consistency with campus climate being a safe and orderly environment are at varying levels.

Root Cause 3: Teams are at varying levels of consistency with social emotional learning practices and strategies.

Problem Statement 3 Areas: Perceptions

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- School safety data

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 03, 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: Weatherford will increase student learning in math and reading as evidenced by a 20% increase in students meeting or exceeding their STAAR progress measure.

    Evaluation Data Source(s) 1: 2020 STAAR, Agendas, Quick Data, Team Reflections, IRI's, RTI Outcomes, Grade Level Formative Assessments

    Summative Evaluation 1: Some progress made toward meeting Performance Objective

    Targeted or ESF High Priority

    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 BOY and MOY data in 2020-21 school year.
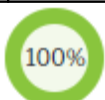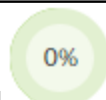
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 1) PLC at Work All Staff Training by Solution August 1, 2019 to empower educators to design learning experiences based on the planning protocols that meet individual needs of each student.	2.4, 2.5, 2.6	Principal and Assistant Principal	To move 100% of our academic teams from compliance to commitment as evidenced through the collaborative planning protocol walk-through form.	50%	75%	80%
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 2) Collaborative teams utilize tools and processes to help focus on student learning as the plan for instruction to meet the needs of all students with targeted instruction provided in small groups to address learning gaps.	2.4, 2.5, 2.6	Principal and Assistant Principal will facilitate weekly team role meetings to monitor effectiveness.	To move 100% of our academic teams from compliance to commitment as evidenced through the collaborative planning protocol walk-through form.	45%	75%	75%
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
Targeted Support Strategy 3) District Curriculum Department training on 2.0 Formative Assessments to provide classroom teachers opportunities to develop common assessments using a variety of methods to determine next steps in students demonstrating mastery of skills.	2.4, 2.5, 2.6	On-going Monitoring by Principal and Assistant Principal monitor as teams complete an "unpacking protocol."	Academic Teams will analyze relevant data monthly to drive Tier 1 instruction which will help close academic gaps and lead to 25% less students in Tier 2 and Tier 3.	50%	75%	75%
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
Targeted Support Strategy 4) Collaborative teams and support staff will provide frequent monitoring and feedback to make sure all students meet projected growth including students supported through special education and English language learner programs.	2.4, 2.5, 2.6	Principal and assistant principal will monitor the effectiveness.	Students will not miss Tier I instruction which will help close academic gaps and lead to 25% less students in Tier 2 and Tier 3.	50%	75%	75%
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students did not meet measures of growth on STAAR compared to the District in Reading and Math: **Root Cause 1**: Collaborative Teams will address the need to provide effective Tier 1 instruction.

Student Academic Achievement
Problem Statement 1: Students did not meet measures of growth on STAAR compared to the District in Reading and Math: **Root Cause 1**: Collaborative Teams will address the need to provide effective Tier 1 instruction.

School Processes & Programs

Problem Statement 1: Opportunities for effective staff collaboration and communication in the planning process is limited. **Root Cause 1**: Priority has been given to Tier 2 and 3 instruction and student intervention which has limited the time for staff collaboration.

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: Strengthen consistency in the use of restorative practices to address social emotional learning so that there is 50% less administrative interventions as evidenced by campus discipline referral tracking system which will result in increased opportunities for effective learning in the classroom.

Evaluation Data Source(s) 2: Quick Data
Discipline referrals
Settle Your Glitter Social Emotional Assessments
CLi prek Social Emotional assessment
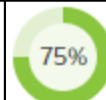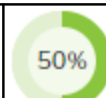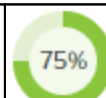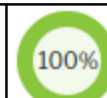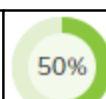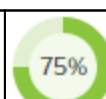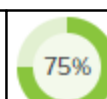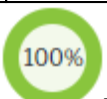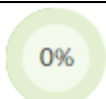
Summative Evaluation 2: Exceeded Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 1) One staff representative from each grade level will participate in a two day restorative practice training and implement at least four to five strategies as part of their grade level discipline management plan in order to reduce the number of classroom student disruptions .	2.4, 2.5, 2.6	Leadership team	Promote a culture of positive behavior support and increase opportunities for learning self-regulation and developmentally appropriate emotional maturity.	50%	75%	75%
Problem Statements: Perceptions 3						
Targeted Support Strategy 2) Implement Settle Your Glitter curriculum in grades Pre-K - 1.	2.4, 2.5, 2.6	Principal and assistant principal	Consistent scope and sequence in order to teach social emotional and self-regulation strategies.	75%	85%	90%
Problem Statements: Perceptions 3						
Targeted Support Strategy 3) Pre-K thru 5 class curriculum will be provided in a self-contained model.	2.4, 2.5, 2.6	Leadership team	Increased knowledge of student needs and social emotional support.	100%	100%	100%
Problem Statements: Perceptions 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Targeted Support Strategy 4) Partner with the Anti-Defamation League to become a No Place for Hate Campus where students lead school initiatives to promote acceptance and inclusion.	2.4, 2.5, 2.6	Leadership Team, Campus Student Council Faculty Representatives	Promote a culture of inclusion and a safe environment for all students through 3 campus-wide initiative throughout the school year.	45%	75%	100%
Problem Statements: Perceptions 3						
Targeted Support Strategy 5) Consistent use of class DoJo in all classrooms throughout the building to promote positive behavior and increase school to home engagement.	2.4, 2.5, 2.6	All teachers and administrators.	Promote positive behavior and increase school to home engagement.	50%	75%	100%
Problem Statements: Perceptions 3						
Targeted Support Strategy 6) The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student social emotional learning and building community connections	2.4, 2.5, 2.6	All teachers and administators	Promote positive behavior and increase school to home engagement as well as parent involvement.	50%	75%	75%
Problem Statements: Perceptions 3 **Funding Sources**: 211 Title I, Part A - 1591.00						
	100% = Accomplished		0% = No Progress	✗ = Discontinue		

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Consistency with campus climate being a safe and orderly environment are at varying levels. **Root Cause 3**: Teams are at varying levels of consistency with social emotional learning practices and strategies.

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	Ben Benavides	Principal
Administrator	Heather Schmitt	Assistant Principal
Non-classroom Professional	Monica Luna	Bilingual Specialist
Non-classroom Professional	Shannon Wassberrg	CMIT/504 Coordinator
Non-classroom Professional	Tara Hobbs	Math/Data Specialist
Classroom Teacher	Morgan Vullo	1st Grade Teacher
Classroom Teacher	Erika Cossette	Special Education Teacher
District-level Professional	Becky Jackson	APRE Specialist
Non-classroom Professional	Vicky Ndiaye	school nurse
Paraprofessional	Maria Congemi	Teaching Assistant
Parent	Christal Rutanhira	Parent
Classroom Teacher	Alexander Kirton	Music Teacher
Parent	Pam Owens	parent
Parent	Mae Reedy	Parent/PTA Member
Parent	Manuel Reyes	Parent
Non-classroom Professional	Julie Webster	Title 1 Specialist
Community Representative	Lane Thomas	Community Member
Business Representative	Jean Sills	Business Representative
Community Representative	Sarah Hutchinson	community 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	