Plano Independent School District

Rasor Elementary

2019-2020

Accountability Rating: B

Board Approval Date: October 1, 2019

Mission Statement

Rasor Elementary, with the community, will give us a safe, caring place to learn and reach our dreams.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Attendance rate of 95.9%.
- Well qualified and experienced teachers for our students.
- Diversity in student population.
- We celebrate diversity. The Rasor International Fair is a major celebration of our diversity.
- We build relationships through Family Circle Time in the morning.
- We make families feel welcome.
- The Food For Kids program to support our students and community.
- Title I Staff to provide greater support.

Problem Statements Identifying Demographics Needs

Problem Statement 2: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause**: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction.

Problem Statement 3: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause**: Staff needs appropriate skills for in-time response and intervention to minimize behavioral interruptions during instruction.

Problem Statement 4: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause**: Parents need SEL training so they can better support the school in minimizing behavioral interruptions during instruction.

Problem Statement 5: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

Student Academic Achievement

Student Academic Achievement Strengths

- There is an increase in Texas English Language Proficiency Assessment System (TELPAS) scores from 2nd to 3rd grade in speaking, reading, and writing.

- Kindergarten continues to find strategies to improve reading scores on the MAP assessment.

- First grade students grew, but some students did not meet their projected end-of-year goal. Many of the students who did not meet their projected end-of-year goal were within 1 or 2 points of their projected score.

- Overall 2nd grade students who received interventions met their growth goals.

- In 3rd grade, students did well on approaches, meets, and masters levels on the Reading and Math STAAR; all students demonstrated growth.

- In 4th grade, 78% students met their projected end-of-year goal in math; 62% students met thier projected end-of-year goal in reading

- In 5th grade, students who did not meet their projected end-of-year goal demonstrated growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause**: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

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Problem Statement 4: The percentage of students in the Approaches (AP) standard is 27% and the Meets (ME) standard 24% on the STAAR Mathematics Test. **Root Cause**: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Mathematics Test.

Problem Statement 5: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause**: Parents need SEL training so they can better support the school in minimizing behavioral interruptions during instruction.

Problem Statement 6: The percentage of students in the Approaches (AP) standard is 32% and the Meets (ME) standard 22% on the STAAR Reading Test. **Root Cause**: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Reading Test.

Problem Statement 7: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause**: We need consistent and effective instruction in every classroom.

Problem Statement 8: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

School Processes & Programs

School Processes & Programs Strengths

- Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum and student achievement.

- Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

- Individual accomplishments of teachers/staff members have been adequately acknowledged and celebrated through the year.

- Data shows that the interventions provided to students with gaps in learning are successful.

- Small Intervention groups for Science in 5th grade led to a significant growth in student achievement on the Science MAP and STAAR Assessments.

- Additional instructional support in science provided by adult temps showed growth across all grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause**: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

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Perceptions

Perceptions Strengths

The school follows through on behavior issues.

Teachers invest in families.

Class Dojo, used by some of the staff, is a great way to follow up with families.

Based on the HRS Level 1 comparison data:

- The faculty and staff perceive the school environment as safe and orderly.

Based on Teacher/Staff Surveys:

- Rasor is a Professional Learning Community with flourishing collaborative teams in place.

Based on Campus Walk-Through Data:

- In 97% walkthroughs, students observed could articulate their learning goals.

- In 64% walkthroughs, teachers were observed using technology to present lessons.

- In 35% walkthroughs, teachers were observed to be using learning games and writing/drawing as evidence of learning.

Based on parent/community quick data surveys:

- 100% of parents who participated in the surveys, find Rasor staff friendly and helpful.

- 80% of parents are comfortable with calling their child's teacher with concerns and indicated that they had productive parent-teacher conferences.

- All parents surveyed indicated that Rasor is a safe place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause**: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction.

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Priority Problem Statements

Problem Statement 1: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals.

Root Cause 1: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

Problem Statement 1 Areas: Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 2: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas.

Root Cause 2: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

Problem Statement 2 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 3: The percentage of students in the Approaches (AP) standard is 32% and the Meets (ME) standard 22% on the STAAR Reading Test.

Root Cause 3: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Reading Test.

Problem Statement 3 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 4: The percentage of students in the Approaches (AP) standard is 27% and the Meets (ME) standard 24% on the STAAR Mathematics Test.

Root Cause 4: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Mathematics Test.

Problem Statement 4 Areas: Student Academic Achievement - School Processes & Programs

Problem Statement 5: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year.
Root Cause 5: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction.
Problem Statement 5 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 6: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year.
Root Cause 6: Staff needs appropriate skills for in-time response and intervention to minimize behavioral interruptions during instruction.
Problem Statement 6 Areas: Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

Problem Statement 7: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year.
Root Cause 7: Parents need SEL training so they can better support the school in minimizing behavioral interruptions during instruction.
Problem Statement 7 Areas: Demographics - Student Academic Achievement - School Processes & Programs - 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
- 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
- Effective Schools Framework data
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results

Goals

Revised/Approved: August 27, 2019

Goal 1: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Performance Objective 1: Effective teaching will be implemented with fidelity in every classroom as evidenced by an increase on the 2020 STAAR Assessments for all students at the Approaches Performance Level by 10%, at the Meets Performance Level by 10%, and at the Masters Performance Level by 10%.

    Evaluation Data Source(s) 1: STAAR Data
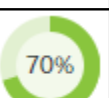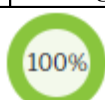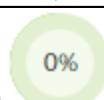MAP Data
Walkthrough Data
HRS Level II Staff and Administrator Survey
Progress on Plano Lit through Edugence Portfolio Data
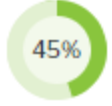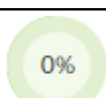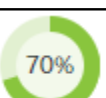
    Summative Evaluation 1: Some progress made toward meeting Performance Objective

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

Strategy Description	ELEMENTS	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 1) Utilize the collaborative team planning protocol campus-wide with fidelity.	2.5, 2.6	Instructional Specialists	Increased student achievement and growth as evidenced by end-of-year STAAR and MAP data.	45%	75%	75%
	Problem Statements: Student Academic Achievement 1, 4, 6 - School Processes & Programs 1, 5, 6 - Perceptions 2					
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Implement the campus-wide use of common formative assessments in a consistent and effective manner in all subject areas.	2.4, 2.5, 2.6	Instructional Specialists	Frequent opportunity to adjust instructional practices to increase student achievement and growth as evidenced by end-of-year STAAR and MAP data.	40%	55%	70%
	Problem Statements: Student Academic Achievement 1, 4, 6 - School Processes & Programs 1, 5, 6 - Perceptions 2					

Strategy Description	ELEMENTS	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 3) Devise and publish a Campus Instructional Model that aligns with the PISD Model of Instruction and establishes the expectations for instruction in every classroom.	2.4, 2.5, 2.6	Principal Assistant Principal	Provide teachers with feedback on expected instructional practices through "Glows and Grows" and the walkthrough forms.	100%	100%	100%
	Problem Statements: Student Academic Achievement 1, 4, 6 - School Processes & Programs 1, 5, 6 - Perceptions 2					
4) Implement the use of Instructional Rounds on the campus to provide teachers the opportunity to observe their peers' best instructional practices.	2.4, 2.5, 2.6	Principal Assistant Principal	Instructional teams, through observation and reflection, will discuss implementation of best practices in their classrooms.	50%	55%	55%
	Problem Statements: Student Academic Achievement 1, 4, 6 - School Processes & Programs 1, 5, 6 - Perceptions 2					
TEA Priorities Build a foundation of reading and math 5) Data Meeting Protocol- analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed.	2.4, 2.6	Instructional Specialists Principal Assistant Principal	Increased student achievement and growth as evidenced by end-of-year STAAR, MAP, Unit Assessment, and Common Formative Assessment data.	75%	75%	75%
	Problem Statements: Demographics 5 - Student Academic Achievement 1, 8 - School Processes & Programs 1, 8 - Perceptions 2					
6) Parent Liaison will attend "Building Capacity and Strengthening Partnerships for Family Engagement" training.	3.1, 3.2	Administration	It is a new workshop TEA is requiring the Education Service Center to provide. It targets anyone who works with families and helps to build the partnerships between the families and the campus.	0%	0%	100%
	Problem Statements: Demographics 4, 5 - Student Academic Achievement 5, 8 - School Processes & Programs 4, 8 - Perceptions 4 **Funding Sources**: 211 Title I, Part A - 75.00					
7) Rasor will focus on strengthening the home-school connection through parent involvement events.		Administration	The events will help build the partnerships between the families and the campus.	0%	70%	70%
	Problem Statements: Demographics 4 - Student Academic Achievement 5 - School Processes & Programs 4 - Perceptions 4 **Funding Sources**: 211 Title I, Part A - 600.00					
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Performance Objective 1 Problem Statements:

Demographics
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Goal 2: 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: Rasor will increase student learning in ELA as evidenced by an increase on the 2020 STAAR Reading Assessment for all students at the Approaches Performance Level by 10%, at the Meets Performance Level by 10%, and at the Masters Performance Level by 10%.

Evaluation Data Source(s) 1: 2020 STAAR Reading Assessment Data
MAP Reading Growth Summary Report
Reading Tracker Data (K-5)
Common Formative Assessment Data
Essential Standards Trackers (3-5)
Edugence Unit Assessment Data (3-5)
Lead4ward Teacher Learning Reports (K-2)
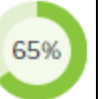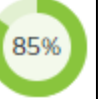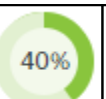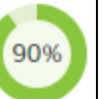
Summative Evaluation 1: Some progress made toward meeting Performance Objective

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
TEA Priorities Build a foundation of reading and math 1) Consistent and effectively planned Guided Reading Groups in every ELA classroom.	2.4, 2.5, 2.6	Instructional Specialists	Improved student ability to decode and understand increasingly difficult text.	25%	85%	85%
Problem Statements: Student Academic Achievement 1, 6 - School Processes & Programs 1, 6 - Perceptions 2						
TEA Priorities Build a foundation of reading and math 2) Restructure campus interventionists' schedule to include flexible grouping and push-in to better support tier 1 instruction in classrooms.	2.4, 2.5, 2.6	Instructional Specialists	Frequent opportunity to adjust instructional practices to increase student achievement and growth for all students as evidenced by formative assessments, unit assessments, end-of-year STAAR, and MAP data.	100%	100%	100%
Problem Statements: Student Academic Achievement 1, 6 - School Processes & Programs 1, 6 - Perceptions 2						
TEA Priorities Recruit, support, retain teachers and principals 3) Establish a campus-wide Positive Behavior Intervention System (Self-Manager Program)	2.4, 2.5, 2.6	Principal Assistant Principal	A decrease in behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Reading Scores.	75%	100%	100%
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2, 3, 6 - School Processes & Programs 2, 3, 6 - Perceptions 1, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 4) Create sensory paths in the school hallways for students to use as "brain breaks" and engage in sensory play.	2.4, 2.6	Principal Assistant Principal	A decrease in behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Reading Scores	100%	100%	100%
Problem Statements: Demographics 2 - Student Academic Achievement 2, 6 - School Processes & Programs 2, 6 - Perceptions 1						
Funding Sources: 211 Title I, Part A - 0.00						
TEA Priorities Recruit, support, retain teachers and principals 5) Create restorative paths in the school hallways to help students with self-regulation and for holding effective restorative conversations.	2.4, 2.5, 2.6	Principal Assistant Principal	Students will be able to regulate their emotions and resolve conflict effectively. This will decrease behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Reading Scores.	100%	100%	100%
Problem Statements: Demographics 2 - Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 1						
TEA Priorities Recruit, support, retain teachers and principals 6) Provide Behavior Academy and classroom management development for all staff.	2.4, 2.5, 2.6	Principal Assistant Principal	Staff will become adept at minimizing disruptions in the classroom due negative students behavior. A decrease in behavior related interruptions in the classroom will lead to increased student achievement as evidenced by improved STAAR Reading Scores	50%	100%	100%
Problem Statements: Demographics 3 - Student Academic Achievement 3 - School Processes & Programs 3 - Perceptions 3						
TEA Priorities Recruit, support, retain teachers and principals 7) Establish targeted and consistent guidance groups and teacher development focused on self-regulation and rooted in social emotional learning.	2.4, 2.5, 2.6	Counselor	A decrease in behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Reading Scores	75%	100%	100%
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1, 3						
TEA Priorities Recruit, support, retain teachers and principals 8) Provide parent education classes and resources that address behavior, social emotional learning, and academics.	2.4, 2.6, 3.2	Counselor	A stronger partnership between the school and home life of all students leading to increased student achievement and growth as evidenced by formative assessments, unit assessments, end-of-year STAAR, and MAP data.	50%	75%	100%
Problem Statements: Demographics 4 - Student Academic Achievement 5, 6 - School Processes & Programs 4, 6 - Perceptions 4						
Funding Sources: 211 Title I, Part A - 778.30						
TEA Priorities Build a foundation of reading and math 9) Develop vocabulary skills of students in all grade levels using the Words Their Way online program.	2.4, 2.5, 2.6	Instructional Specialists	Improved student understanding and use of greek and latin roots, and prefixes and suffixes.	45%	✗	✗
Problem Statements: Demographics 5 - Student Academic Achievement 8 - School Processes & Programs 8						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 10) Use Literacy Footprints by Jan Richardson for guided reading instruction in all grade levels.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Specialists	1. Improved student ability to decode and understand increasingly difficult text as evidenced by progression of student reading level. 2. Increased student achievement and growth as evidenced by end-of-year STAAR and MAP data.	30%	90%	100%
	Problem Statements: Demographics 5 - Student Academic Achievement 8 - School Processes & Programs 8					
TEA Priorities Build a foundation of reading and math 11) Use edugence unit assessments for grades 3rd-5th to inform instruction	2.4, 2.6	Principal Assistant Principal	Frequent opportunity to adjust instructional practices to increase student achievement and growth as evidenced by end-of-year STAAR and MAP data.	55%	65%	65%
	Problem Statements: Demographics 5 - Student Academic Achievement 1, 8 - School Processes & Programs 1, 8 - Perceptions 2					
TEA Priorities Build a foundation of reading and math 12) Intentional focus on primary literacy skills such as phonemic awareness to close gaps and meet grade level or above expectations.	2.4, 2.5, 2.6	Instructional Specialists	Improved student ability to decode text.	60%	85%	85%
	Problem Statements: Demographics 5 - Student Academic Achievement 8 - School Processes & Programs 8					
TEA Priorities Build a foundation of reading and math 13) Effective use of Waggle technology in 3rd-5th grade classrooms.	2.4, 2.5, 2.6	Administration	Individualized reading lessons, based on TEKS, to increase student reading growth observed in unit assessments, CFAs, MAP, and STAAR.	10%	40%	✗
	Problem Statements: Demographics 3, 5 - Student Academic Achievement 3, 8 - School Processes & Programs 3, 8 - Perceptions 3					
	Funding Sources: 211 Title I, Part A - 2297.70					
TEA Priorities Build a foundation of reading and math Improve low-performing schools 14) Effective use of TouchPhonics in K-2nd grade classrooms.	2.4, 2.5, 2.6	Instructional Specialists	Provide at-risk students with an alternative approach to phonics, word structure, and spelling with this unique, multisensory program. Through manipulation of the Touch-Units students can link sounds to letters, recognize patterns, and build and write words before finally reading words in context.	80%	90%	90%
	Problem Statements: Demographics 5 - Student Academic Achievement 8 - School Processes & Programs 8					
	Funding Sources: 199 Bilingual/ESL/ELL - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
TEA Priorities Build a foundation of reading and math 15) Title III tutor will be hired to provide additional language and academic support for immigrant students served on the campus.	2.4, 2.5, 2.6	ESL Specialist	Increased student achievement and growth for immigrant students as evidenced by end-of-year STAAR and MAP data.	0%	100%	100%
	Funding Sources: 199 Bilingual/ESL/ELL - 8512.00					
TEA Priorities Build a foundation of reading and math 16) Selected teachers from 3rd-5th grade, as well as administration, will attend the Lead4Ward Rockin Review professional development.	2.4, 2.5, 2.6	Administration	Increased student achievement and growth for students as evidenced by end-of-year STAAR and MAP data.	0%	100%	100%
	Problem Statements: Student Academic Achievement 4, 6 - School Processes & Programs 5, 6					
17) Hire adult temp tutor to provide additional STAAR support, intervention strategies, foundational skills, and differentiated instruction for K-5.	2.4, 2.5, 2.6	Administration	Increased student achievement and growth for all students as evidenced by end-of-year STAAR and MAP data throughout the year.	0%	100%	100%
	Problem Statements: Student Academic Achievement 4, 6 - School Processes & Programs 5, 6					
	Funding Sources: 199 State Comp Ed - 5112.00, 211 Title I, Part A - 1726.30					
TEA Priorities Recruit, support, retain teachers and principals 18) Professional staff member will attend training "Oppositional, Defiant & Disruptive Children and Adolescents: Non-medication approaches to the Most Challenging Behaviors". This staff member will provide professional development based on the training to all campus staff.	2.4, 2.5, 2.6	Principal Assistant Principal	Staff will become adept at minimizing disruptions in the classroom due negative students behavior. A decrease in behavior related interruptions in the classroom will lead to increased student achievement as evidenced by improved STAAR Reading Scores	0%	0%	100%
	Problem Statements: Demographics 2, 3 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1, 3					
19)) Develop coaching/mentoring opportunity in partnership with Lawrence Mann for students in grades 3-5.	2.4, 2.5, 2.6	Principal Assistant Principal	Students will learn team building/communication skills, self regulation, and gain confidence as Mr. Mann provides them with opportunities otherwise not available to them.	0%	100%	100%
	Problem Statements: Demographics 2 - Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 1					

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 2**: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction.

Demographics

Problem Statement 3: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 3**: Staff needs appropriate skills for in-time response and intervention to minimize behavioral interruptions during instruction.

Problem Statement 4: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 4**: Parents need SEL training so they can better support the school in minimizing behavioral interruptions during instruction.

Problem Statement 5: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause 5**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

Student Academic Achievement

Problem Statement 1: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause 1**: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

Problem Statement 2: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 2**: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction.

Problem Statement 3: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 3**: Staff needs appropriate skills for in-time response and intervention to minimize behavioral interruptions during instruction.

Problem Statement 4: The percentage of students in the Approaches (AP) standard is 27% and the Meets (ME) standard 24% on the STAAR Mathematics Test. **Root Cause 4**: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Mathematics Test.

Problem Statement 5: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 5**: Parents need SEL training so they can better support the school in minimizing behavioral interruptions during instruction.

Problem Statement 6: The percentage of students in the Approaches (AP) standard is 32% and the Meets (ME) standard 22% on the STAAR Reading Test. **Root Cause 6**: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Reading Test.

Problem Statement 8: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause 8**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

School Processes & Programs

Problem Statement 1: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause 1**: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

Problem Statement 2: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 2**: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction.

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Problem Statement 5: The percentage of students in the Approaches (AP) standard is 27% and the Meets (ME) standard 24% on the STAAR Mathematics Test. **Root Cause 5**: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Mathematics Test.

School Processes & Programs
Problem Statement 6: The percentage of students in the Approaches (AP) standard is 32% and the Meets (ME) standard 22% on the STAAR Reading Test. **Root Cause 6**: We need to meet the social emotional and academic needs of all our students in order to increase the number of students in the Meets (ME) standard on STAAR Reading Test.
Problem Statement 8: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause 8**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

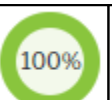| Perceptions |
|---|
| **Problem Statement 1**: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 1**: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction. |
| **Problem Statement 2**: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause 2**: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures. |
| **Problem Statement 3**: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 3**: Staff needs appropriate skills for in-time response and intervention to minimize behavioral interruptions during instruction. |
| **Problem Statement 4**: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 4**: Parents need SEL training so they can better support the school in minimizing behavioral interruptions during instruction. |

Goal 2: 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: Rasor will increase student learning in Mathematics as evidenced by an increase on the 2020 STAAR Mathematics Assessment for all students at the Approaches Performance Level by 10%, at the Meets Performance Level by 10%, and at the Masters Performance Level by 10%
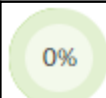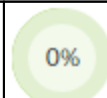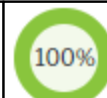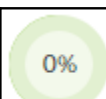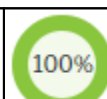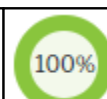
Evaluation Data Source(s) 2: 2020 STAAR Mathematics Assessment Data
MAP Mathematics Growth Summary Report

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: 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.

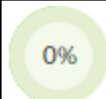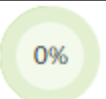| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Consistent and effectively planned number talks in every Math classroom.	2.4, 2.5, 2.6	Instructional Specialist	Students will build strong number concepts which will increase Math MAP scores.	90%	100%	100%
Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 1, 5 - Perceptions 2						
TEA Priorities Build a foundation of reading and math 2) Restructure campus interventionists' schedule to include flexible grouping and push-in to better support tier 1 instruction in classrooms.	2.4, 2.5, 2.6	Instructional Specialists	Frequent opportunity to adjust instructional practices to increase student achievement and growth for all students as evidenced by formative assessments, unit assessments, end-of-year STAAR, and MAP data.	100%	100%	100%
Problem Statements: Student Academic Achievement 1, 4 - School Processes & Programs 1, 5 - Perceptions 2						
TEA Priorities Recruit, support, retain teachers and principals 3) Establish a consistent campus-wide Positive Behavior Intervention System (Self-Manager Program)	2.4, 2.5, 2.6	Principal Assistant Principal	A decrease in behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Math Scores.	75%	100%	100%
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2, 3, 4 - School Processes & Programs 2, 3, 5 - Perceptions 1, 3						
TEA Priorities Recruit, support, retain teachers and principals 4) Create sensory paths in the school hallways for students to use as "brain breaks" and engage in sensory play.	2.4, 2.6	Principal Assistant Principal	A decrease in behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Math Scores	100%	100%	100%
Problem Statements: Demographics 2 - Student Academic Achievement 2, 4 - School Processes & Programs 2, 5 - Perceptions 1						
Funding Sources: 211 Title I, Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 5) Create restorative paths in the school hallways to help students with self-regulation and for holding effective restorative conversations.	2.4, 2.5, 2.6	Principal Assistant Principal	Students will be able to regulate their emotions and resolve conflict effectively. This will decrease behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Math Scores.	100%	100%	100%
Problem Statements: Demographics 2 - Student Academic Achievement 2, 4 - School Processes & Programs 2, 5 - Perceptions 1						
TEA Priorities Recruit, support, retain teachers and principals 6) Provide Behavior Academy and classroom management development for all staff.	2.4, 2.5, 2.6	Principal Assistant Principal	Staff will become adept at minimizing disruptions in the classroom due negative students behavior. A decrease in behavior related interruptions in the classroom will lead to increased student achievement as evidenced by improved STAAR Math Scores	50%	100%	100%
Problem Statements: Demographics 3 - Student Academic Achievement 3, 4 - School Processes & Programs 3, 5 - Perceptions 3						
TEA Priorities Recruit, support, retain teachers and principals 7) Establish targeted and consistent guidance groups and teacher development focused on self-regulation and rooted in social emotional learning.	2.4, 2.5, 2.6	Counselor	A decrease in behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR Math Scores	75%	100%	100%
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1, 3						
TEA Priorities Recruit, support, retain teachers and principals 8) Provide parent education classes and resources that address behavior, social emotional learning, and academics.	2.4, 2.6, 3.2	Counselor	A stronger partnership between the school and home life of all students leading to increased student achievement and growth as evidenced by formative assessments, unit assessments, end-of-year STAAR, and MAP data.	50%	75%	100%
Problem Statements: Demographics 4 - Student Academic Achievement 4, 5 - School Processes & Programs 4, 5 - Perceptions 4						
TEA Priorities Build a foundation of reading and math 9) Effective use of district recommended software (Dreambox) in every classroom promoted schoolwide through a reward system.	2.4, 2.5, 2.6	Instructional Specialist 3rd Grade Teacher	Individualized math lessons, based on TEKS, to increase student growth observed in unit assessments, CFAs, MAP, and STAAR.	85%	85%	85%
Problem Statements: Demographics 5 - Student Academic Achievement 1, 8 - School Processes & Programs 1, 8 - Perceptions 2						
10) Through guidance lessons and videos made by student council, teach students how to use the restorative pathways in the school hallways effectively.	2.4, 2.6	3rd Grade Teacher Counselor	Through explicit teaching, observation, and practice , students will learn how to resolve conflict appropriately.	0%	0%	0%
Problem Statements: Demographics 2 - Student Academic Achievement 2, 6 - School Processes & Programs 2, 6 - Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
TEA Priorities Build a foundation of reading and math 11) Use edugence unit assessments for grades 3rd-5th to inform instruction	2.4, 2.6	Principal Assistant Principal	Frequent opportunity to adjust instructional practices to increase student achievement and growth as evidenced by end-of-year STAAR and MAP data.	50%	65%	65%
Problem Statements: Demographics 5 - Student Academic Achievement 1, 8 - School Processes & Programs 1, 8 - Perceptions 2						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 12) Hire full-time professional Title 1 teacher.	2.4, 2.5, 2.6, 3.1	Principal	Providing high quality instruction to all student sub-populations to help them make progress and show growth bin math.	100%	100%	100%
Problem Statements: Demographics 5 - Student Academic Achievement 4, 8 - School Processes & Programs 5, 8						
Funding Sources: 211 Title I, Part A - 72522.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 13) Hire two Title 1 paraprofessionals	2.4, 2.5, 2.6, 3.1	Principal	Providing high quality instruction to all student sub-populations to help them make progress and show growth bin math.	100%	100%	100%
Problem Statements: Demographics 5 - Student Academic Achievement 4, 8 - School Processes & Programs 5, 8						
Funding Sources: 211 Title I, Part A - 56000.00						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 14) Hire professional adult temp for tutoring	2.4, 2.5, 2.6, 3.1	Principal	Providing high quality instruction to all student sub-populations to help them make progress and show growth bin math.	100%	100%	100%
Funding Sources: 211 Title I, Part A - 9828.00						
15) Hire adult temp tutor to provide additional STAAR support, intervention strategies, foundational skills, and differentiated instruction for K-5.	2.4, 2.5, 2.6	Administration	Increased student achievement and growth for all students as evidenced by end-of-year STAAR and MAP data throughout the year.	100%	100%	100%
Problem Statements: Student Academic Achievement 4, 6 - School Processes & Programs 5, 6						
TEA Priorities Recruit, support, retain teachers and principals 16) Professional staff member will attend training "Oppositional, Defiant & Disruptive Children and Adolescents: Non-medication approaches to the Most Challenging Behaviors". This staff member will provide professional development based on the training to all campus staff.	2.4, 2.5, 2.6	Principal Assistant Principal	Staff will become adept at minimizing disruptions in the classroom due negative students behavior. A decrease in behavior related interruptions in the classroom will lead to increased student achievement as evidenced by improved STAAR Scores	0%	0%	100%
Problem Statements: Demographics 2, 3 - Student Academic Achievement 2, 3 - School Processes & Programs 2, 3 - Perceptions 1, 3						
Funding Sources: 211 Title I, Part A - 219.99						
17) Develop coaching/mentoring opportunity in partnership with Lawrence Mann for students in grades 3-5.	2.4, 2.5, 2.6	Principal Assistant Principal	Students will learn team building/communication skills, self regulation, and gain confidence as Mr. Mann provides them with opportunities otherwise not available to them.	0%	100%	100%
Problem Statements: Demographics 2 - Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 2**: Students need SEL and self-regulation skills in order to minimize/eliminate behavioral interruptions during instruction.
Problem Statement 3: The STAAR Student Academic Growth measure data reflects that student academic growth scale score is 13 points lower from the 2017-2018 year to the 2018-2019 year. **Root Cause 3**: Staff needs appropriate skills for in-time response and intervention to minimize behavioral interruptions during instruction.
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Problem Statement 5: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause 5**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

Student Academic Achievement
Problem Statement 1: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause 1**: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.
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Problem Statement 8: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause 8**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

School Processes & Programs

Problem Statement 1: MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause 1**: We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

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Problem Statement 8: Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause 8**: Economically disadvantaged students and LEP/EL students contributed significantly to this decline in performance in both reading and math.

Perceptions

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Goal 3: 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 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 Rasor SBIC

Committee Role	Name	Position
Classroom Teacher	Allison Parrot	
Non-classroom Professional	Anne Armstrong	
Non-classroom Professional	Diana Judd	
Administrator	Jigyasa Sethi	
Non-classroom Professional	Kathy Braffman	
Administrator	Leigh Earnhart	
Non-classroom Professional	LeighAnn Sheppard	
PACE Specialist	Melissa Smith	
Classroom Teacher	Phoebe Choe	
District-level Professional	Jessica Malloy	
Community Representative	Janis Rowe	
Business Representative	Chad Weinzetl	
Classroom Teacher	Jolane Martin	
Paraprofessional	Michelle Roche	
Parent	Jenny McCartney	
Parent	Katie Hanson	
Parent	Arianne Moya	
Business Representative	Mark Taylor	
Classroom Teacher	Kim Kirby	
Classroom Teacher	Carson Kruder	
Classroom Teacher	Shelly Partington	
Non-classroom Professional	Patti Russell	

Committee Role	Name	Position
Parent	Heather Johannssen	
Parent	Farren Congress	
Parent	Renee Marcus	
Community Representative	Lynn Swartzendruber	

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	