

# **Plano Independent School District**

## **Rose Haggar Elementary**

**2019-2020**



**Board Approval Date:** October 1, 2019

# Mission Statement

**Rose Haggar is home to Pre-K-5th grade Mariners, where staff believe in teaching, inspiring, and growing the whole child. [#haggarlearns](#)**

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# Comprehensive Needs Assessment

Revised/Approved: April 29, 2019

## Demographics

### Demographics Strengths

- English Language population is average compared to district.
- Teacher/student ratio is comparative to state and district averages.
- Despite high mobility rate, Haggar earned the distinctions in closing the gap and comparative academic growth.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Our Economically Disadvantaged students rate is 36.9%, which is 12% higher than the district average at 27.1%. **Root Cause:** Parents may be unaware or unable to support the students academically/emotionally.

**Problem Statement 2:** Our mobility rate is 16.3%, which is 6% higher than the district average at 10.7%.

# Student Academic Achievement

## Student Academic Achievement Strengths

- MAP scores are accurately projecting STAAR proficiency
- 5th grade STAAR reports show most 5th graders are meeting projected growth

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. **Root Cause:** lack of consistent enrollment on our campus

**Problem Statement 2:** The percentage of students meeting the Approaches Grade Level Standard on STAAR Writing is 58%. Gaps exist between the performance of economically disadvantaged students (38%) compared to the campus non-economically disadvantaged (70%). Gaps exist between the performance of ESL students (22%) as well.

**Problem Statement 3:** The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Haggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. **Root Cause:** lack of extension opportunities for high performing students

**Problem Statement 4:** The percentage of students attaining limited or expected growth as measured by STAAR is as follows: 4th grade math: 53%; 4th grade reading: 62%; 5th grade math: 26%; 5th grade reading: 46%. **Root Cause:** lack of targeted instruction for students at all levels

# School Processes & Programs

## School Processes & Programs Strengths

- Use of Title I & III funds to provide additional math and reading support for students across grade levels
- T-TESS reflects that most teachers are performing at the Proficient level or higher in all domains
- Collaborative Teams meet regularly and also utilize extended planning days
- Teachers are asked to provide feedback on various topics multiple times during the school year
- Campus-wide use of Social Emotional Learning strategies

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming. **Root Cause:** Collaborative Teaming not previously grounded in CT Framework

**Problem Statement 2:** The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. **Root Cause:** lack of CT planning for both intervention and extension during designated times

# Perceptions

## Perceptions Strengths

- Staff use Social Emotional Learning and restorative practices to manage behaviors
- Expectations are communicated during conferences and in the classroom
- Campus safety audit indicates that our school was safe, and visitors were checked in using a government ID and monitored throughout the building
- Students in a focus group indicated that their accomplishments are celebrated with Mariner MVPs and brag tags
- Accomplishments are celebrated by teachers and students schoolwide
- Title I parent breakfast and meetings are offered multiple times a year as a service to parents
- Title I snacks offered for students
- Food for Kids provide healthy snacks for our students in need
- Surveys are offered to parents for them to fill out to get their input and feedback

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Surveys are available for parents and staff to fill out, but we have a low response rate when considering the number of people we are asking to respond. **Root Cause:** Delivery of survey

**Problem Statement 2:** Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. **Root Cause:** lack of emphasis on importance of updated goals

# Priority Problem Statements

**Problem Statement 1:** Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance.

**Root Cause 1:** lack of consistent enrollment on our campus

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Haggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%.

**Root Cause 2:** lack of extension opportunities for high performing students

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming.

**Root Cause 3:** Collaborative Teaming not previously grounded in CT Framework

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners.

**Root Cause 4:** lack of CT planning for both intervention and extension during designated times

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals



for all Tier 2 students every two weeks.

**Root Cause 5:** lack of emphasis on importance of updated goals

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** The percentage of students attaining limited or expected growth as measured by STAAR is as follows: 4th grade math: 53%; 4th grade reading: 62%; 5th grade math: 26%; 5th grade reading: 46%.

**Root Cause 6:** lack of targeted instruction for students at all levels

**Problem Statement 6 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

## 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
- 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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data

# Goals

Revised/Approved: September 20, 2019







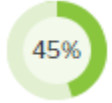
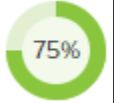
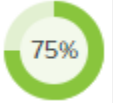
**Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.**




**Performance Objective 1:** We will refine implementation of the PLC process with an emphasis on Safe and Collaborative Culture and Effective Teaching in Every Classroom.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

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

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Identify campus-wide instructional expectations and post in every classroom.	2.4, 2.5	Principal Assistant Principal	Consistency in instructional planning and delivery from classroom to classroom.			
<b>Problem Statements:</b> School Processes & Programs 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 2) Dedicate professional development time to learning around HRS, PLC, and Collaborative Teams.	2.5, 2.6	Principal	Deeper teacher understanding of the PLC Process and more effective and efficient instructional planning.			
<b>Problem Statements:</b> School Processes & Programs 1						
<b>TEA Priorities</b> Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Structured use of extended planning days to include conversations around student data.	2.4, 2.5, 2.6	Principal Assistant Principal Leadership Team	Alignment of instruction to student needs within a grade level and vertically.			
<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 1, 2 - Perceptions 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>						

### Performance Objective 1 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. <b>Root Cause 1:</b> lack of consistent enrollment on our campus
<b>Problem Statement 3:</b> The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Haggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. <b>Root Cause 3:</b> lack of extension opportunities for high performing students
School Processes & Programs
<b>Problem Statement 1:</b> Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming. <b>Root Cause 1:</b> Collaborative Teaming not previously grounded in CT Framework
<b>Problem Statement 2:</b> The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. <b>Root Cause 2:</b> lack of CT planning for both intervention and extension during designated times
Perceptions
<b>Problem Statement 2:</b> Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. <b>Root Cause 2:</b> lack of emphasis on importance of updated goals








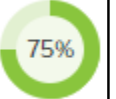

**Goal 1: Learning and Teaching:** All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.





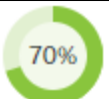




**Performance Objective 2:** Targeted instruction and interventions will be utilized for students at all levels to ensure that students meet expected or accelerated growth as measured by STAAR and/or projected growth on MAP and/or TELPAS.

**Evaluation Data Source(s) 2:**

**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
<b>TEA Priorities</b> Build a foundation of reading and math 1) Use formative and summative assessment data to drive instruction.	2.4, 2.5, 2.6	Principal Assistant Principal Teachers	Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning.			
				<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 1, 2 - Perceptions 2		
<b>TEA Priorities</b> Build a foundation of reading and math 2) Use of RMH Instructional Expectations and Collaborative Team Framework to plan for instruction.	2.4, 2.5	Principal Assistant Principal Teachers	Strategies for effective teaching in every classroom and Collaborative Team Planning will be unified.			
				<b>Problem Statements:</b> School Processes & Programs 1, 2		
<b>TEA Priorities</b> Build a foundation of reading and math 3) Dedicated Intervention and Extension time built into each grade level's schedule.	2.4, 2.5, 2.6	Principal Assistant Principal Leadership Team	Master Schedule reflects time in every grade level dedicated to Intervention and Extension so that student's academic needs can be met and so that campus-based specialists and Title I Tutors can assist with intervention and extension in grade levels.			
				<b>Problem Statements:</b> Student Academic Achievement 1, 3 - School Processes & Programs 2 - Perceptions 2 <b>Funding Sources:</b> 211 Title I, Part A - 105450.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Collaboration between campus-level specialists and grade level teachers -Learner Support Meetings -CMIT Meetings -Extended Planning -Edugence Goals	2.5	Principal Assistant Principal Specialists Grade Level Teachers	Targeted Edugence goals documented by Proficiency Rating Scale; Specialist serving grade levels during IE time			
	Problem Statements: Student Academic Achievement 1, 3 - Perceptions 2					
5) Parent engagement opportunities to build parent capacity to support student learning	3.1, 3.2	Principal Title I Teacher ESL Specialist Dyslexia Specialist PACE Specialist	Title I Breakfasts PACE/Dyslexia Parent Meetings Parent/Teacher Conferences Parent Involvement in CMIT process			
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 Title I, Part A - 1333.00					
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>						

## Performance Objective 2 Problem Statements:

Student Academic Achievement
<b>Problem Statement 1:</b> Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. <b>Root Cause 1:</b> lack of consistent enrollment on our campus
<b>Problem Statement 3:</b> The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Haggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. <b>Root Cause 3:</b> lack of extension opportunities for high performing students
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<b>Problem Statement 2:</b> Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. <b>Root Cause 2:</b> lack of emphasis on importance of updated goals

**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.**



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**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.**

# SBIC 2019-2020

Committee Role	Name	Position
Administrator	Kathryn Brittain	Principal
Administrator	Dara Villalpando	Assistant Principal
Non-classroom Professional	Andrea Hale	Counselor
Non-classroom Professional	Allison Clark	Instructional Specialist
Business Representative	Amanda Fannin	Business - Inside Out Group
Paraprofessional	Angela Coyle	PK Paraprofessional
Business Representative	Ashley Marquez	Business - Teach, Create, Motivate
Classroom Teacher	Bethany Baird	2nd Grade Teacher
Parent	Bethany Jacobson	Parent
Parent	Fatana Mazoch	Parent
Classroom Teacher	Jennifer Metcalfe	Kinder Teacher
District-level Professional	Jody Duran	Diagnostician
Parent	Lauren Tzafrir	Parent
Classroom Teacher	Laurie Evans	Art Teacher
Parent	Liz Alvarez	Parent
Community Representative	Michael Blum	Community Member
Classroom Teacher	Michelle Tatro	5th Grade Teacher
Parent	Mina Haghiri	Parent
Non-classroom Professional	Natalie Schellman	Special Education Teacher
Community Representative	Paulet Williams	Community Member
Parent	Rash Alkoudmani	Parent
Classroom Teacher	Stef Webb	1st Grade Teacher

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>2. Coordinated Health Program</b>  <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 4<sup>th</sup> and 7<sup>th</sup> Ensure all data for 3<sup>rd</sup> - 8<sup>th</sup> 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> </ul>	<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"> <li>K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>			
<p><b>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Funding source: State and Local</li> </ul>	ESSA	Principal	
<p><b>4. Parent Involvement</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>Utilize social media to keep parents and community informed. Funding source: State and Local</li> <li>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li> <li>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li> <li>Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li> </ul>		Principal	