

Plano Independent School District

Miller Elementary

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth



Board Approval Date: October 1, 2019

Mission Statement

Our Mission

The mission of the Miller Elementary Community is to provide opportunities for every student to be actively engaged in learning and strive to be motivated life-long learners. Our teachers are committed to assessing individual needs and providing interventions in order to build a strong educational foundation.

Vision

Our Motto

Building a firm foundation.

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Comprehensive Needs Assessment

Revised/Approved: August 06, 2019

Demographics

Demographics Strengths

1. Teachers/Staff on campus reflect percentage/ethnicity of students (demographics/population)
2. RTI process using data to identify students that are at risk
3. Small enrollment but stable enrollment each year.
4. Consistent campus programs from year to year.
5. PTA/Parent involvement opportunities have increased over the year.
6. Intervention has been monitored and increased in the area of Math.
7. Many families move into our area for the schools.
8. Miller is becoming more and more reflective of today's society.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The HRS Survey data reflects that there is a continuous focus for increased attendance and parent involvement at the school activities. **Root Cause:** Parents work late, grandparents are helping after school, students are involved in tutoring and sports. Communication is lost.

Student Academic Achievement

Student Academic Achievement Strengths

Third grade progressed in the area of "approaching" in math and reading than in meets and masters in “all” than in sub-groups.

Fourth grade: made progress in STAAR moving students from approaches to meets and meets to masters

Fifth grade: SpEd students showed a decline in all categories in reading and math STAAR

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Based on the STAAR Data, 79% of our 3rd-5th grade students did not meet growth measures in the area of math/Asian students. The target goal was at 82 and we achieved at 80%. **Root Cause:** Teacher needs additional resources and support to deliver effective interventions for students.

Problem Statement 2: Some teachers did not fully understand the math curriculum and how to plan the lesson with additional resources and to incorporate academic vocabulary. Teacher need more opportunities for PDH, peer observation, and collaborative planning. **Root Cause:** teachers needed more guidance and training on the the math curriculum and how to plan with the end in mind. Need additional support on how to teach problem solving and analyze the data to drive instruction.

School Processes & Programs

School Processes & Programs Strengths

- * Alignment/Peer Collaboration
- * Zones of Regulation/ behavior
- * All About Spelling/Empowering Writers/CUBES/THIEVES with fidelity
- * Mentoring Program
- * New teacher support (2019 New Mentor Program)
- * Implementation of research based programs
- * Implementation of Guided Reading (Jan Richardson)
- * HMH Reading adoption with fidelity
- * Collaborative Meetings Weekly
- * Teachers are aware of the urgency to maintain and enhance best instructional practices needed for student success.
- * Scheduling maximizes instructional time for each grade and allows for minimal interruptions throughout the instructional day.
- * Safety drills are performed frequently and effectively
- *The overall perception of Miller is positive. There is a culture and climate that has been long respected by staff, students and the community. Our PTA works closely with the staff ot Miller to create events to bring families and the community to the school. Families are always welcome at Miller and we strive to have more parent involvement.
- * Miller is a one to one campus with Technology. Technology is used in each classroom. Technology is used to enhance student learning and provides a greater access to information, supports creating and learning, and motivates students. Technology is used to support curriculum, instruction, and assessment integration and implementation be reinforcing the standards set by the state. Teachers use SEESAW to communicate with parents on a daily basis.
- * 2019 Discipline Management Program will be implemented at the start of 2019-2020 school year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the EOY staff survey, staff expressed a need for a school-wide discipline management system, stating that they didn't see how to follow through or provide consequences/guidelines when dealing with discipline **Root Cause:** Teachers lacked support and direction on how to handle discipline issues.

Perceptions

Perceptions Strengths

- * EOY Meeting to gain teacher input.
- * PTA Feedback
- *HRS Surveys and reviewing data

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the HRS survey, the culture and climate of Miller has declined. **Root Cause:** Staff perceptions, lack of communication with each other and parents.

Priority Problem Statements

Problem Statement 1: Based on the STAAR Data, 79% of our 3rd-5th grade students did not meet growth measures in the area of math/Asian students. The target goal was at 82 and we achieved at 80%.

Root Cause 1: Teacher needs additional resources and support to deliver effective interventions for students.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The HRS Survey data reflects that there is a continuous focus for increased attendance and parent involvement at the school activities.

Root Cause 2: Parents work late, grandparents are helping after school, students are involved in tutoring and sports. Communication is lost.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some teachers did not fully understand the math curriculum and how to plan the lesson with additional resources and to incorporate academic vocabulary. Teacher need more opportunities for PDH, peer observation, and collaborative planning.

Root Cause 3: teachers needed more guidance and training on the the math curriculum and how to plan with the end in mind. Need additional support on how to teach problem solving and analyze the data to drive instruction.

Problem Statement 3 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





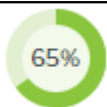




Revised/Approved: September 24, 2019

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: Miller will work to close the gaps among all student groups, ensuring that all groups meet the growth targets by the end of the 2019-2020 school year with a 5 % increase overall. Students and teachers will use data to inform decision making regarding goal setting and instruction. Miller will close the GAP with our Asian sub-pop in the area of Math.

Evaluation Data Source(s) 1: STAAR 2020 Accountability reports, MAP projection reports, MAP progress, Dreambox data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
Additional Targeted Support Strategy 1) Teachers will use weekly planning to analyze data and review student achievement by comparing sub-populations with an emphasis on Asian performance on math STAAR, math MAP, math unit assessments and class work.	1.Classroom Teacher 2.Instructional Specialist 3. ELL Specialist 4. Administration	Increase academic achievement for all students by implementing a PLC agenda with fidelity.			
	Problem Statements: Student Academic Achievement 1				
2) Teachers will use extended planning to analyze data and review student achievement by comparing sub-populations with an emphasis on Asian performance on math STAAR, math MAP, math unit assessments and class work.	1.Classroom Teacher 2.Instructional Specialist 3. ELL Specialist 4. Administration	Increase academic achievement for all students by implementing a PLC agenda with fidelity.			
	Problem Statements: Student Academic Achievement 1				
<div> = Accomplished = No Progress = Discontinue</div>					

Performance Objective 1 Problem Statements:




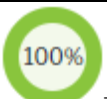


Student Academic Achievement
Problem Statement 1: Based on the STAAR Data, 79% of our 3rd-5th grade students did not meet growth measures in the area of math/Asian students. The target goal was at 82 and we achieved at 80%. Root Cause 1: Teacher needs additional resources and support to deliver effective interventions for students.

Goal 2: 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.

Performance Objective 1: At Miller we will work to design and manage systems that allocates resources in alignment with our district's strategic objectives. Based on the EOY survey, teachers will be able to foster a more collaborative approach to planning (PLC) and continue to use the planning protocol with fidelity.

Evaluation Data Source(s) 1: Collaborative team meeting agendas, data analysis, reflection time, increased success in each curricular area, teacher feedback survey EOY.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will foster a more collaborative approach to planning and continue to use the planning protocol with fidelity. Weekly collaborative meetings will include a strategic agenda that focuses on instruction and student growth. Admin will attend weekly meetings, and align walkthrough forms with TTESS to better guide instruction.	1. Campus Admin. 2. Leadership Team	Systematic/purposeful approach to planning and teaching.			
	Problem Statements: Student Academic Achievement 2				
<div> = Accomplished = No Progress = Discontinue</div>					

Performance Objective 1 Problem Statements:







Student Academic Achievement
Problem Statement 2: Some teachers did not fully understand the math curriculum and how to plan the lesson with additional resources and to incorporate academic vocabulary. Teacher need more opportunities for PDH, peer observation, and collaborative planning. Root Cause 2: teachers needed more guidance and training on the the math curriculum and how to plan with the end in mind. Need additional support on how to teach problem solving and analyze the data to drive instruction.

Goal 3: Talent Acquisition, Support, and Growth - To ensure a quality school system; Plano ISD will hire, train, and retain the most effective and talented workforce.

Performance Objective 1: Provide personalized learning opportunities that promote ownership of professional growth and ensure relevant support for employees. Cultivate a culture that empowers and supports the development of all employees through innovative thinking, individual learning pathways, collaborative experiences and reflective practices.

Evaluation Data Source(s) 1: Professional Development, Staff Surveys, Collaborative Team data, Mentor Programs, Staff Brags, PDH aligned with needs. Miller Alignment team collaboration.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase school culture and staff morale through professional development opportunities, peer to peer feedback, walkthrough data and SEL activities.	1. Campus Admin. 2. Leadership Team	Improved work environment, as evident on HRS Level 1 and 2 surveys.			
	Problem Statements: Demographics 1 - Student Academic Achievement 2				
<div><div> = Accomplished</div><div> = No Progress</div><div> = Discontinue</div></div>					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The HRS Survey data reflects that there is a continuous focus for increased attendance and parent involvement at the school activities. Root Cause 1: Parents work late, grandparents are helping after school, students are involved in tutoring and sports. Communication is lost.
Student Academic Achievement
Problem Statement 2: Some teachers did not fully understand the math curriculum and how to plan the lesson with additional resources and to incorporate academic vocabulary. Teacher need more opportunities for PDH, peer observation, and collaborative planning. Root Cause 2: teachers needed more guidance and training on the the math curriculum and how to plan with the end in mind. Need additional support on how to teach problem solving and analyze the data to drive instruction.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jennifer Bero	Principal Miller Elementary
Classroom Teacher	Dominique Cline	Faculty Member
Classroom Teacher	Joshua Windland	Faculty Member
Administrator	Kijafa Tilford	Assistant Principal - Support Staff Member
Classroom Teacher	Jana Veit	Faculty Member-SpEd Team Leader
Classroom Teacher	Brenda Ruth	Faculty Member-3rd Grade Team Leader
Classroom Teacher	Surekha Patel	Faculty Member-PE Teacher
Business Representative	Lisa McClintic	Business Community
Parent	Felicia Zimmer	Parent
Community Representative	Crystal Arnold	Community Member
District-level Professional	John Orr	District
Classroom Teacher	Huiching-Winnie Rueter	Faculty Member- 2nd Grade Teacher
Paraprofessional	Kristyn Andrus	Paraprofessional
Parent	Julia Matocha	Parent
Business Representative	Jason Rowan	Business Representative
Parent	James Bishop	Parent
Parent	Tara Franklin	Parent
Classroom Teacher	Tiffany Leja	Teacher
Parent	Amber Khan	Parent

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<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>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. 	<p>TEC 11.253(d)</p> <p>Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	