Plano Independent School District

Stinson Elementary

2019-2020

Accountability Rating: A

Board Approval Date: October 1, 2019

Mission Statement

Stinson will inspire and empower every student to achieve their unique potential.

Vision

STUDENTS are at the heart of ALL of our decisions.

TEACHERS are responsive to the needs of ALL our learners.

ALL students will have access to an engaging, innovative, and supportive learning environment with high expectations.

RESPECT and responsibility are essential to and expected in our school community.

STINSON welcomes family and community partnerships that support the education and needs of our students.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Student attendance in regards to tardies and absences is better than the district average. Continue Strike Out Tardies program in order to continue progress in student attendance.

- Campus stability - low staff turnover rate

- Community's expectations of students and staff drive success rate to maintain low staff mobility

- Community values strong academic performance which motivates success

- Strong relationships established and maintained between campus and parents via Bloomz, Seesaw, eNews. eNewsletter, etc.

- The majority of our ESL students have a good working knowledge of the English language - percentage rate to be added at a later date

- Use campus funds and volunteers to provide snacks for students who may not be financially capable

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economic disadvantaged campus numbers are increasing **Root Cause**: Campus open to transfers and increase in #of families in apartments

Problem Statement 2: Tardiness and absences continue to interfere with learning **Root Cause**: Additional parent incentives may be needed to encourage student attendance

School Processes & Programs

School Processes & Programs Strengths

Technology

- 1:1 implementation of chromebooks campus wide K-5 beginning 2019-2020

- Starting in 2019, students entering Kindergarten will build technology skills and digital citizenship

Curriculum, Instruction, Assessment

- Math curriculum is strong, comprehensive and clear

- Math assessment options broad and developed to fit students needs

- Small group instruction is effective

- During planning we felt like we were able to dig into the TEKS and plan accordingly to ensure that our students were prepared for the next grade level.

Staff PD

- Extended planning time has increased intentional planning of curriculum for teacher and student success.

- Strong vertical and horizontal team collaboration about students.

School Context and Organization

- Tuesday was collaborative planning day where no meetings were scheduled and the team had time to plan best instructional practices.

- Learning teams are collaborative and effective at creating ongoing goals.

- Due to the increase use of technology, learners are entering the next grade level with a greater foundational capacity.

- Lesson Planning-Teachers have had an increased awareness of what TEKS and expectations are to be addressed while completing our lesson plans.

- Learning teams are successful because teachers are finding ways to give back to the school, students, teachers and volunteers. (ex: Literacy Night, Book Fair, Volunteer Luncheon, staff parties, boosting staff morale.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are seeking additional instructional feedback to help them grow **Root Cause**: Additional systems need to be added to allow peers and supervisors more time to provide instructional feedback

Problem Statement 2: Teachers are seeking additional tools/guidance for planning instruction when students do not master understanding of TEKS. **Root Cause**: Additional discussion / guidance needed from specialists, administrators for teachers in regards to best reteaching practices.

Problem Statement 3: There is a discrepancy among grades in reading inventories and spelling expectations **Root Cause**: Need for additional training in comprehensive use of reading inventories on campus

Problem Statement 4: Teachers are seeking more guidance in acceptable use and amount of technology in the classrooms **Root Cause**: Additional cohesive K-5 technology expectations are needed to be put into place on campus.

Priority Problem Statements

Problem Statement 1: ELL group improvement on TELPAS ratings and STAAR testing currently lower than district averages for same group
Root Cause 1: Additional classroom strategies and instructional supports needed for second language learners
Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Teachers are seeking additional instructional feedback to help them grow
Root Cause 2: Additional systems need to be added to allow peers and supervisors more time to provide instructional feedback
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Teachers are seeking additional tools/guidance for planning instruction when students do not master understanding of TEKS.
Root Cause 3: Additional discussion / guidance needed from specialists, administrators for teachers in regards to best reteaching practices.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Teachers seek more vertical awareness of TEKS for each grade at the beginning of each year
Root Cause 4: Need for increased emphasis in team plannings at beginning of year to review vertical TEKS alignment
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Other Prekindergarten and Kindergarten assessment data
- 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
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 28, 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: Growth rates of Stinson ELL students and other At-Risk groups will meet or exceed district averages for similar groups based on standardized and performance based testing.

   Evaluation Data Source(s) 1: TELPAS, STAAR

   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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Using the ELPS to provide strategies for teachers for developing vocabulary; use oral language activities consistently in daily lessons to practice academic language in all instructional areas	Principals ESL Specialists Grade Level Team Leaders Classroom Teachers	Improve academic performance over time as measured through class walkthroughs, team meetings, and peer walk throughs	20%	50%	50%
Problem Statements: Student Academic Achievement 2					
2) Compile list and compare achievement of both monitored and current ESL students on their STAAR performances for 2018-2019 compared to 2017-2018.	Principals ESL Specialist	Awareness of shortcomings will help us target specific grades/needs to ensure adequate growth of all ELL students.	60%	75%	75%
Problem Statements: Student Academic Achievement 2					
3) Track ELL student progress through MOY and EOY MAP results with ESL specialist.	Principals ESL Specialist	ELL students will show improvement over time based on MAP performance. Students not showing appropriate growth will be studied and targeted with teachers.	0%	75%	75%
Problem Statements: Student Academic Achievement 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Use campus funds to hire an adult temp to provide students extra help who are struggling and have a need for additional targeted small group interventions	Principals ESL Specialist	Students receiving additional small group instruction will show improvement as measured with TELPAS and MAP over period of time.	20%	80%	80%
Problem Statements: Student Academic Achievement 2					
5) Offer Trade Hour training on how to best implement ELPS in planning	Principals ESL Specialist	Teachers will receive additional training to assist in creating more meaningful and differentiated plans for second language learners	5%	0%	0%
Problem Statements: Student Academic Achievement 2					
100% = Accomplished 0% = No Progress ❌ = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: ELL group improvement on TELPAS ratings and STAAR testing currently lower than district averages for same group **Root Cause 2**: Additional classroom strategies and instructional supports needed for second language learners

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: Teachers will receive additional and adequate instructional feedback throughout the year pinpointing strengths and areas of need.

Evaluation Data Source(s) 2: TTESS, Peer Observation Google Forms, Administrator Observation Google Forms, staff surveys of instructional needs

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Research, develop, and implement both teacher/teacher and principal/teacher campus observation forms that incorporate TTESS, HRS, and ELL best practices while providing beneficial and timely feedback to staff.	Campus Principals	Increase in usage of best practices as noted through monthly monitoring of observations / Increased usage of best practices will improve time on task and instructional programming which will lead to higher levels of student learning.	50%	50%	50%
	Problem Statements: School Processes & Programs 1				
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers are seeking additional instructional feedback to help them grow **Root Cause 1**: Additional systems need to be added to allow peers and supervisors more time to provide instructional feedback

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 3: Teachers will receive additional and adequate tools for planning instruction.

Evaluation Data Source(s) 3: Teacher surveys, Grade Level Planning notes, planning templates

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: This Performance Objective will be embedded in Performance Objectives in next year's CIP.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Build a foundation of reading and math 1) Develop and implement weekly schedule of principals attending team collaboration meetings beginning in September. Principals will work with teams to ensure consistent use of 4 Critical Questions during planning as well as PISD curriculum, formative and summative assessments, Lead4Ward, and other previously provided resources beneficial to the planning process.	Principals	Improved efficiency of targeted planning will continue to improve grade level teachers' ability to meet the needs of the grade level's students.	70%	70%	70%
2) Team collaboration with PISD curriculum department staff in September and February. Curriculum staff will continue to help teams improve their planning skills using the resources previously mentioned.	Principals Grade level teachers PISD Curriculum Dept staff	Time and task and on level targeted material use will increase as teachers continue to improve their understanding and ability to effectively and efficiently collaborate in team settings using the resources previously mentioned.	70%	70%	70%
3) Principals will meet with grade level TLs on Sept 6 to review previous and current data trends related to each grade's academic performances.	Principals Team Leaders	Team Leaders will have deeper awareness and understanding of each grade's strengths and areas of needs. Discussions will pinpoint areas for growth leading to improvement in instruction and achievement.	100%	100%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

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

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Campus Professional, non-teaching	Kevin Kennedy	
Administrator	Michele Taylor	
Faculty Member	Heather Stevens	
Faculty Member	Meghana Bellary	
Faculty Member	Julie Thrift	
Faculty Member	Laura Costello	
Faculty Member	Kelli Valdez	
District-level Professional	Dan Armstrong	
Faculty Member	Robin Stokes	
Support Staff Member	Cathy Lawrence	
Parent	John Gorman	
Parent	Dan Tran	
Parent	Monica Shortino	
Community Representative	Marilyn Brooks	
Business Representative	Mo's To Go	
Parent	Stefanie Marsden	
Parent	Stephanie Graves	
Parent	Priyal Patel	
Community Representative	Dana McBride	
Business Representative	Pete Nolasco	
Parent	Cori Feldman	

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	

Plano ISD - ARPE

August 30, 2019