Plano Independent School District

Andrews Elementary

2019-2020

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Postsecondary Readiness

Board Approval Date: October 1, 2019

Mission Statement

The Andrews community works in unity to ensure the development of responsible and successful students.

Vision

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Andrews has a very diverse population amongst both students and staff. We have an active parent community, an involved and diverse PTA, and a student population that is very engaged in school functions both during and outside of school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate for the 2018-2019 school year was 97.2%.

Student Academic Achievement

Student Academic Achievement Strengths

STAAR data indicates that Andrews performs above the district level average in all grade level and in all subjects.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The TELPAS Progress Rate is 70% for the 2018-2019 school year.

Problem Statement 2: The STAAR Academic Growth Score in ELA/Reading and Math is 84. **Root Cause**: Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis, so that students receive more targeted intervention/enrichment .

Problem Statement 3: The percentage of fifth grade students scoring at the Meets Level Standard on Science STAAR is 68%, and 42% of fifth grade students scored at the Masters Level Standard. **Root Cause**: Teachers identified a need to focus more intentionally on science intervention based upon formative data.

Problem Statement 4: The percentage of fourth grade students scoring at the Meets Level Standard on Writing STAAR is 67%, and 36% of fourth grade students scored at the Masters Level Standard. **Root Cause**: Teachers identified a need to focus more intentionally on writing craft, rather than primarily on the steps in the writing process.

Problem Statement 5: A review of agendas and student achievement data indicate a gap in the implementation of the PLC process related to effective planning and analysis of formative/summative data. **Root Cause**: Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis.

School Processes & Programs

School Processes & Programs Strengths

Andrews has a low staff turn-over rate which contributes to a positive campus climate and culture. Students benefit from having their own technology device which allows for more collaboration and differentiation in the classrooms. Teachers effectively use time in the master schedule for intervention and enrichment. Professional development for staff is provided on a variety of topics and through various modalities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A review of agendas and student achievement data indicate a gap in the implementation of the PLC process related to effective planning and analysis of formative/summative data. **Root Cause**: Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis.

Perceptions

Perceptions Strengths

Teachers and parents view Andrews as a safe, orderly, and collaborative environment. We maintain open lines of communication with parents regarding academics and events and academics. Staff is knowledgeable of emergency procedures and ready to implement them if the occassion arises.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A review of parent communication methods indicates that the school needs to give parents a more consistent opportunity to provide feedback on relevant topics.

Priority Problem Statements

Problem Statement 1: A review of agendas and student achievement data indicate a gap in the implementation of the PLC process related to effective planning and analysis of formative/summative data.

Root Cause 1: Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis.

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

Problem Statement 2: The percentage of fifth grade students scoring at the Meets Level Standard on Science STAAR is 68%, and 42% of fifth grade students scored at the Masters Level Standard.

Root Cause 2: Teachers identified a need to focus more intentionally on science intervention based upon formative data.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The percentage of fourth grade students scoring at the Meets Level Standard on Writing STAAR is 67%, and 36% of fourth grade students scored at the Masters Level Standard.

Root Cause 3: Teachers identified a need to focus more intentionally on writing craft, rather than primarily on the steps in the writing process.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: The STAAR Academic Growth Score in ELA/Reading and Math is 84.

Root Cause 4: Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis, so that students receive more targeted intervention/enrichment .

Problem Statement 4 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
- Effective Schools Framework data
- Accountability Distinction Designations

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
- Local diagnostic reading assessment data
- Local diagnostic math 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

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: September 05, 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: Andrews will increase student learning in all content areas as evidenced by an increase in student performance at the Meets performance level by 5% and the Masters performance level by 3% on the 2020 STAAR.

    Evaluation Data Source(s) 1: 2020 STAAR Results

    Summative Evaluation 1: Significant 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) District curriculum and campus administration will provide professional development on district planning protocols and data analysis.	Administration, Instructional Support	Teachers will be equipped with the knowledge and skills to utilize the PISD Collaborative Team Framework for planning and data analysis as evidenced by: -Professional development planning calendar -Administrative presence at team data meetings	60%	70%	90%
2) Collaborative teams will meet consistently to utilize the PISD Collaborative Team Framework model for effective planning and data analysis.	Administration, Instructional Support	Team will engage in effective planning and data analysis on a consistent basis as evidenced by: -Administrative attendance at weekly collaborative team meetings to monitor the consistent implementation of effective planning protocols -Incorporation of the full Collaborative Team Framework protocol	45%	60%	85%
	Problem Statements: Student Academic Achievement 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) Collaborative teams will utilize the analyzed formative/summative student performance data to intentionally plan for targeted intervention/enrichment.	Administration, Instructional Support	Teams will engage in effective planning and data analysis on a consistent basis as evidenced by: -Evidence of targeted intervention/enrichment occurring consistently in the classroom to meet all student's needs (administrative walkthroughs) -Grade level intervention/enrichment lesson plans and group assignments	45%	75%	85%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: The STAAR Academic Growth Score in ELA/Reading and Math is 84. **Root Cause 2**: Collaborative teams identified a need to more consistently utilize the PISD Collaborative Team Framework model for effective planning and data analysis, so that students receive more targeted intervention/enrichment .

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.

SBIC 2019-2020

Committee Role	Name	Position
Administrator	Emily Huechteman	Assistant Principal
Administrator	Joy Lovell	Principal
Classroom Teacher	Kristen Trost	PACE Specialist
Classroom Teacher	Katie Radke	5th Grade Teacher
Classroom Teacher	Christina Nauss	Special Education Teacher
Classroom Teacher	Mindy Schreiber	1st Grade Teacher
Classroom Teacher	Hannah Alvis	3rd Grade Teacher
Classroom Teacher	Alana McCartney	4th Grade Teacher
District-level Professional	Megan Besozzi	LSSP
Non-classroom Professional	Erica Kelm	Counselor
Non-classroom Professional	Lauren Handler	Support Staff
Business Representative	Ashley Blair	Business Representative
Business Representative	Phil Hickman	Business Representative
Community Representative	Mary White	Community Representative
Parent	Danielle Tyler	Parent
Parent	Radhika Sanghvi	Parent
Parent	Elora Chowdhury	Parent
Parent	Zhongmiao Wang	Parent
Parent	Amanda Massengale	Parent
Parent	Suz Ramsbottom	Parent
Community Representative	Pat Steckler	Community Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	