

Plano Independent School District

Bird Special Programs

2019-2020



Mission Statement

Bird will work collectively with students, parents, and home campuses to ensure all students develop the academic and social emotional skills and mindsets necessary to be successful.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
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.	11
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.	13
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.	15
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.	16
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.	17
Campus Based Leadership Team	18
Addendums	19

Comprehensive Needs Assessment

Revised/Approved: August 07, 2019

Demographics

Demographics Strengths

- Staff is diverse
- Student population is diverse
- Able to serve all district schools in some capacity - visiting students, observations and reports, students working through our program

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for a strong SEL program to support our at-risk students. **Root Cause:** One hundred percent of our students are at-risk and have varying levels of trauma in their life and need specific, targeted intervention focusing on social emotional learning.

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction. **Root Cause:** We will address the need for collaborative teams by ensuring that schedules and structures are in place to provide teams time to meet, discuss, and review data to plan for improved student achievement and school programs.

Problem Statement 3: The percentage of Bird students meeting the Approaches, Meets, and Masters standards is lower than the district average in all subjects and grade levels. **Root Cause:** We will work on the PISD Instructional Model and focus on three main areas - organizing students to interact and collaborate, motivating and inspiring students, and establishing rules and procedures.

Student Academic Achievement

Student Academic Achievement Strengths

- Able to individualize student education

- Small class size at school

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Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of Bird students meeting the Approaches, Meets, and Masters standards is lower than the district average in all subjects and grade levels. **Root Cause:** We will work on the PISD Instructional Model and focus on three main areas - organizing students to interact and collaborate, motivating and inspiring students, and establishing rules and procedures.

Problem Statement 2: There is a need for a strong SEL program to support our at-risk students. **Root Cause:** One hundred percent of our students are at-risk and have varying levels of trauma in their life and need specific, targeted intervention focusing on social emotional learning.

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School Processes & Programs

School Processes & Programs Strengths

- All teachers are highly qualified
- New teacher mentor program
- Walkthroughs and TTESS support teacher continuous improvement
- Flexibility with class schedules and staff teams
- Differentiation of instruction for individual students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction. **Root Cause:** We will address the need for collaborative teams by ensuring that schedules and structures are in place to provide teams time to meet, discuss, and review data to plan for improved student achievement and school programs.

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Perceptions

Perceptions Strengths

- Students have options
- Improved reputation throughout the district
- Schools have more trust in our program
- Safety systems are in place
- Several methods of communication among staff
- Daily communication with all parents
- Our mentor program has and continues to expand

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The percentage of Bird students meeting the Approaches, Meets, and Masters standards is lower than the district average in all subjects and grade levels. **Root Cause:** We will work on the PISD Instructional Model and focus on three main areas - organizing students to interact and collaborate, motivating and inspiring students, and establishing rules and procedures.

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Priority Problem Statements

Problem Statement 1: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction.

Root Cause 1: We will address the need for collaborative teams by ensuring that schedules and structures are in place to provide teams time to meet, discuss, and review data to plan for improved student achievement and school programs.

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

Problem Statement 2: There is a need for a strong SEL program to support our at-risk students.

Root Cause 2: One hundred percent of our students are at-risk and have varying levels of trauma in their life and need specific, targeted intervention focusing on social emotional learning.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Student Achievement Domain

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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- TTESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

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 1: We will close the gap between the performance of Bird students on STAAR to that of the district average.

Evaluation Data Source(s) 1: 2019 STAAR
2020 STAAR

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 1) Clearly define the campus instructional model through the use of PD, collaborative teams, and staff meetings. 2) Collect data on the instructional focus (taken from the district instructional model) - organizing students to interact and collaborate, motivating and inspiring students, establishing rules and procedures 3) Create a schedule that allows staff to have time to plan and collaborate with teams 4) Use data collected to discuss our Bird instructional model focus	Principal Team Leaders Collaborative Team Chairs	1) Instructional model will be created and agreed upon by all staff 2) Staff will be able to utilize data to see what areas are working in their classrooms and where they need growth 3) Staff will be able to plan with the district curriculum and collaborate on student issues with their teams 4) Data will help set the course for the remainder of the year. Looking at the data should help implement a more targeted instructional focus so students perform better.			
Problem Statements: Demographics 2 - Student Academic Achievement 3 - School Processes & Programs 1 - Perceptions 2					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction.
Root Cause 2: We will address the need for collaborative teams by ensuring that schedules and structures are in place to provide teams time to meet, discuss, and review data to plan for improved student achievement and school programs.

Student Academic Achievement

Problem Statement 3: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction.
Root Cause 3: We will address the need for collaborative teams by ensuring that schedules and structures are in place to provide teams time to meet, discuss, and review data to plan for improved student achievement and school programs.

School Processes & Programs

Problem Statement 1: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction.
Root Cause 1: We will address the need for collaborative teams by ensuring that schedules and structures are in place to provide teams time to meet, discuss, and review data to plan for improved student achievement and school programs.

Perceptions

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy when utilizing the district instructional model and framework to plan and deliver instruction.
Root Cause 2: We will address the need for collaborative teams by ensuring that schedules and structures are in place to provide teams time to meet, discuss, and review data to plan for improved student achievement and school programs.

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.

Performance Objective 1: Staff members are operating at varying levels of autonomy when working with undesired behaviors and dysregulated students that can impact the overall academic or emotional success of a student.

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Staff will be trained on what SEL is and how to look for signs of dysregulation. Ongoing online training modules will be taken throughout the year. 2) Staff will be trained on a new SEL program - ReThinkEd - that will be used to teach daily social skill lessons for students. 3) A weekly SEL newsletter will be sent out with lessons, circle discussion questions, articles, and resources. 4) An SEL collaborative team will be created to help look at ReThinkEd data and plan for future lessons, trainings, and PD.	Principal SEL Teacher Leader Counselor	1) Staff will be more equipped to work with students who are dysregulated. 2) Lessons will help decrease behavior that results in increased student accountability 3) Newsletter will help staff understand the scope and sequence of the new program. 4) Collaborative team will track ReThinkEd data and help create scope and sequence of needed lessons for students.			
Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 2 - Perceptions 3					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for a strong SEL program to support our at-risk students. Root Cause 1: One hundred percent of our students are at-risk and have varying levels of trauma in their life and need specific, targeted intervention focusing on social emotional learning.

Student Academic Achievement

Problem Statement 2: There is a need for a strong SEL program to support our at-risk students. **Root Cause 2:** One hundred percent of our students are at-risk and have varying levels of trauma in their life and need specific, targeted intervention focusing on social emotional learning.

School Processes & Programs

Problem Statement 2: There is a need for a strong SEL program to support our at-risk students. **Root Cause 2:** One hundred percent of our students are at-risk and have varying levels of trauma in their life and need specific, targeted intervention focusing on social emotional learning.

Perceptions

Problem Statement 3: There is a need for a strong SEL program to support our at-risk students. **Root Cause 3:** One hundred percent of our students are at-risk and have varying levels of trauma in their life and need specific, targeted intervention focusing on social emotional learning.

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 Based Leadership Team

Committee Role	Name	Position
Administrator	Jana Sandall	
SELTL	William Dixon	
Counselor/Social Worker	Josie Ryan	
ES Team Leader	Katie Tigh	
MS Team Leader	Roger Sanders	

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 	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)
<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) 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	