

Plano Independent School District

Miller Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

Miller Elementary will 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.

PISD Mission

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique potential in a dynamic world.

Vision

Miller Elementary Vision: Building a Firm Foundation.

Plano ISD

Vision

Committed to Excellence

Dedicated to Caring
Powered by Learning
Plano ISD Proud.

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Comprehensive Needs Assessment

Revised/Approved: August 7, 2020

Needs Assessment Overview

The purpose of a Comprehensive Needs Assessment (CNA) is to examine multiple sources of data to identify the priority needs and direction for the school. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of Federal and other funds. The data helps schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. (ESSA § 1114 (b), (1)(A) and TEC Sections 11.252(a)(1-2) and 11.253)

Comprehensive Needs Assessment (https://docs.google.com/document/d/1db3LHzzOCgKkXwl4l-12blVicCs_ZzVZsI7ZA05VHc8/edit?usp=sharing) **Click to review**

The Comprehensive Needs Assessment (CNA) includes the following 5-step process—which ultimately links the CNA to the review and development of the campus improvement plans. The CNA will document the effectiveness of educational programs for each and every student population served by determining “Strengths” and “Needs” for each area.

[2020-2021 Miller CNA](#) (Click here)

Demographics

Demographics Summary

We currently serve **355** students at Miller.

Enrollment by Race/Ethnicity

African American 5.6% Hispanic 11.2% White 50.0% American Indian 0.3% Asian 27.6% Pacific Islander 0.0% Two or More Races 5.4%.

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Miller is named for Dr. Dennis Miller, who practiced medicine in Murphy from 1891 to 1933. After graduating from the Plano Institute in 1885, Miller taught at the County Line School and continued to teach intermittently during his medical school years to support himself. Miller Elementary opened for the 1995-96 school term.

Demographics Strengths

MILLER EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

Campus Programs

Watch DOGS (Dads of Great Students); Citizenship assemblies; grade level buddies; Plano Academic and Creative Education (PACE) for identified gifted and talented students; safety patrol; student council; field day; fifth-grade choir; Miller honor choir; school-wide service projects; English as a Second Language (ESL); Collin County Adventure camp (fifth-grade); STEAM day; PASAR (after-school childcare); Hoop Shoot; and Marathon Kids.

Parent Involvement Opportunities

After-school clubs; book fairs; chess club; classroom and reading buddies; fall and spring family fun nights; field day; Key Communicators; monthly

newsletter; Parent Teacher Association (PTA); Reflections; School-Based Improvement Committee (SBIC); science fair judges; yearbook; volunteer program for the library and cafeteria.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): SpEd, ESL and African American students are performing at approaches or below. **Root Cause:** Limited Staff, Lack of resources, change of mindset is needed.

Student Learning

Student Learning Summary

Miller Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group’s goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

MILLER EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for MILLER EL. Scores are scaled from 0 to 100 to align with letter grades. Academic Achievement in ELA/Reading Top 25 Percent: Comparative Academic Growth

Student Learning Strengths

Academic Achievement in ELA/Reading Top 25 Percent: Comparative Academic Growth

HB3 Campus Goals - All Grades STAAR at Meets Standard

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.
2019	50	46	67		77		55	44	48	33	64	67	60

2020	52	48	67		77		56	45	50	34	66	67	61	
2021	54	51	68		78		58	47	53	36	68	68	63	
2022	57	54	69		79		59	49	57	38	70	69	65	
2023	61	59	70		80		62	51	62	41	74	70	68	
2024	66	64	71		81		65	54	68	44	78	71	72	

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	
2019	57	68	71		80		82	52	58	83	80	73	72	
2020	59	70	71		80		83	53	60	84	81	73	73	
2021	61	72	72		81		84	55	62	85	82	74	74	
2022	64	75	72		81		85	57	65	87	84	74	76	
2023	68	79	73		82		86	59	69	89	86	75	78	
2024	73	84	74		83		88	62	74	92	89	76	81	

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

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2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	A
2019 # of Students		9	25		18			9	8		14	49	9	5
2019		67	52		56			67	38		57	59	44	5
2020		69	52		56			68	40		58	59	45	5
2021		71	53		57			70	42		59	60	46	5
2022		74	53		57			72	45		61	60	48	5
2023		78	54		58			74	49		63	61	50	6
2024		83	55		59			77	54		66	62	53	6

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	6
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	7
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): ESL, SpEd and African American students show a need for academic growth in both reading and math to achieve "Meet Standards" and

above. **Root Cause:** ESL support in the gen ed classroom setting is needed, target instruction is needed consistently, esl students have a language barrier. Gaps between instruction; as the expectations increase there are not many interventions to move students to Meet standards.

Perceptions

Perceptions Strengths

Alignment of school-wide programs and instruction

Fidelity

All About Spelling/Mentor Sentences/Empowering Writers/ CUBES

Students feel loved

Zones of Regulation consistency

Growth and proficiency in technology

Administration listens to needs and request of teacher for new programs

Pacing of roll-out support provided for teachers

Priority Problem Statements

Problem Statement 1: SpEd, ESL and African American students are performing at approaches or below.

Root Cause 1: Limited Staff, Lack of resources, change of mindset is needed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ESL, SpEd and African American students show a need for academic growth in both reading and math to achieve "Meet Standards" and above.

Root Cause 2: ESL support in the gen ed classroom setting is needed, target instruction is needed consistently, esl students have a language barrier. Gaps between instruction; as the expectations increase there are not many interventions to move students to Meet standards.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- 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
- 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

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

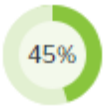






Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Miller 3rd grade students that score meets grade level or above on STAAR Reading will increase from 52% in 2019 to 54% by June 2021. The Hispanic student group performance will increase from 44% in 2019 to 49% in 2021. The Economically Disadvantaged student group performance will increase from 13% in 2019 to 18% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use weekly planning to review/analyze student achievement data. Teachers will implement small group instruction targeted to student needs based on the data (MAP, IRI's Reading Records, Anecdotal Notes) Student will continue to use reading strategies to help enhance comprehension. Strategy's Expected Result/Impact: 1. Increase academic achievement for all students 2. Increase in the amount of students that score "meets" grade level or above on STAAR Reading Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:








Student Learning
Problem Statement 1: ESL, SpEd and African American students show a need for academic growth in both reading and math to achieve "Meet Standards" and above. Root Cause: ESL support in the gen ed classroom setting is needed, target instruction is needed consistently, esl students have a language barrier. Gaps between instruction; as the expectations increase there are not many interventions to move students to Meet standards.

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Miller students that score Meets grade level or above on STAAR Reading 3-5 will increase from 65% in 2019 to 67% by June 2021. The Special Education student group performance will increase from 44% in 2019 to 45% in 2021. The Hispanic student group performance will increase from 46% in 2019 to 51% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher will use weekly data to analyze and review student achievement and growth measures in grade levels 3-5 through the use reading comprehension strategies (THIEVES). small group instruction, MAP progression data, targeted intervention strategies to help each individual students. Strategy's Expected Result/Impact: Increase academic achievement for all students 3rd-5th. Projected data using MAP scores will show 3% increase. Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Miller students that score Meets grade level or above on STAAR Writing 4 will increase from 70% in 2019 to 72% by June 2021. The Economically Disadvantaged student group performance will increase from 47% in 2019 to 52% in 2021. The Special Education student group performance will increase from 56% in 2019 to 58% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use writing samples to help drive instruction. Students will use strategies learned from Empowering Writers to help comprehend and learn the flow of writing and staying on topic. Direct videos will be provided from Empowering writers. Strategy's Expected Result/Impact: Students that score "Meets" grade level or above will increase. MAP data reviewed Staff Responsible for Monitoring: Instructional Specialist TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: SpEd, ESL and African American students are performing at approaches or below. Root Cause: Limited Staff, Lack of resources, change of mindset is needed.








Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Miller 3rd grade students that score meets grade level or above on STAAR Math will increase from 57% in 2019 to 58% by June 2021. The white student group performance will increase from 52% in 2019 to 53% in 2021. The Economically Disadvantaged student group performance will increase from 38% in 2019 to 42% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use MAP data, classroom data, student work samples and other data resources to track the progress in math. Strategy's Expected Result/Impact: Students will be more proficient in number sense and problem solving skills that will help increase math scores. Staff Responsible for Monitoring: Classroom Teachers Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:








Student Learning
Problem Statement 1: ESL, SpEd and African American students show a need for academic growth in both reading and math to achieve "Meet Standards" and above. Root Cause: ESL support in the gen ed classroom setting is needed, target instruction is needed consistently, esl students have a language barrier. Gaps between instruction; as the expectations increase there are not many interventions to move students to Meet standards.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Miller students that score Meets grade level or above on STAAR Math 3-5 will increase from 73% in 2019 to 74% by June 2021. The Special Education student group performance will increase from 52% in 2019 to 55% in 2021. The Economically Disadvantaged student group performance will increase from 58% in 2019 to 62% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will continue to incorporate the CUBES method and provide targeted small group intervention will be utilized to help teach comprehension strategies for problem solving. Strategy's Expected Result/Impact: Miller students that score Meets grade level or above on STAAR Math 3-5 will increase gradually. Staff Responsible for Monitoring: Classroom Teachers Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:








Student Learning
Problem Statement 1: ESL, SpEd and African American students show a need for academic growth in both reading and math to achieve "Meet Standards" and above. Root Cause: ESL support in the gen ed classroom setting is needed, target instruction is needed consistently, esl students have a language barrier. Gaps between instruction; as the expectations increase there are not many interventions to move students to Meet standards.

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Miller students that score Meets grade level or above on STAAR Science 5 will increase from 52% in 2019 to 54% by June 2021. The Special Education student group performance will increase from 22% in 2019 to 24% in 2021. The English Learner student group performance will increase from 50% in 2019 to 52% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher will use weekly data to analyze and review student achievement and growth measures through the use of science process strategies and exposure to more science based instruction, MAP progression data, targeted intervention strategies to help each individual students. Strategy's Expected Result/Impact: Students that score Meets grade level or above on STAAR Science 5 will increase. Staff Responsible for Monitoring: Classroom Teachers Problem Statements: Demographics 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: SpEd, ESL and African American students are performing at approaches or below. Root Cause: Limited Staff, Lack of resources, change of mindset is needed.

2020-21 SBIC

Committee Role	Name	Position
Administrator	Kijafa Tilford	Assistant Principal
Administrator	Jennifer Bero	Principal
Paraprofessional	Destiny Erskine	Achieve Paraprofessional
Classroom Teacher	Donald Tillotson	Special Education Teacher
Classroom Teacher	Megan Hawkins (Lambert)	Achieve Teacher
Non-classroom Professional	Kim Garrett	Office Manager
Classroom Teacher	Dominique Cline	Special Education Team Lead/Teacher
Community Representative	Debbie Heydrick	Teacher
Paraprofessional	Nylah Daniels	Para- Sped Support
Non-classroom Professional	Rachel Blanton	Counselor
Non-classroom Professional	Lisa Smith	Librarian
Community Representative	Surekha Patel	Community/Parent
Business Representative	Lisa McClintic	
Parent	Mandy Chapman	Parent
Parent	Michelle Pakulski	Parent
Parent	Eulander Grace	Parent
Parent	AJ Berlotti	

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Miller

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	50	46	67		77		55	44	48	33	64	67	60	65
2020	52	48	67		77		56	45	50	34	66	67	61	66
2021	54	51	68		78		58	47	53	36	68	68	63	67
2022	57	54	69		79		59	49	57	38	70	69	65	69
2023	61	59	70		80		62	51	62	41	74	70	68	71
2024	66	64	71		81		65	54	68	44	78	71	72	73

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	57	68	71		80		82	52	58	83	80	73	72	73
2020	59	70	71		80		83	53	60	84	81	73	73	74
2021	61	72	72		81		84	55	62	85	82	74	74	74
2022	64	75	72		81		85	57	65	87	84	74	76	75
2023	68	79	73		82		86	59	69	89	86	75	78	77
2024	73	84	74		83		88	62	74	92	89	76	81	78

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Miller

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		9	25		18			9	8		14	49	9	58
2019		44	56		61			56	13		57	57	22	52
2020		46	56		61			57	15		59	57	23	53
2021		49	57		62			59	18		61	58	25	54
2022		52	58		63			61	22		63	59	27	56
2023		57	59		64			63	27		67	60	30	58
2024		62	60		65			66	33		71	61	34	60

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Miller

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		9	25		18			9	8		14	49	9	58
2019		67	52		56			67	38		57	59	44	57
2020		69	52		56			68	40		58	59	45	58
2021		71	53		57			70	42		59	60	46	58
2022		74	53		57			72	45		61	60	48	59
2023		78	54		58			74	49		63	61	50	61
2024		83	55		59			77	54		66	62	53	62

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Miller - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 70% in 2019 to 72% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
71% 2019 Baseline: 70%	72%	74%	76%	78%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	67	90	64	*	68	*	80	56	47	*	80	80	52	70
2020	68	92	64	*	68	*	81	57	49	*	81	80	53	71
2021	71	94	65	*	69	*	82	58	52	*	83	81	55	72
2022	74	98	65	*	69	*	84	60	56	*	86	81	57	74
2023	78	102	66	*	70	*	86	63	61	*	89	82	60	76
2024	83	108	68	*	72	*	89	66	67	*	94	84	63	78
2019-2021	4	4	1	*	1	*	2	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Miller - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 52% in 2019 to 54% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
53% 2019 Baseline: 52%	54%	55%	56%	57%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	0	30	59	*	63	*	*	22	31	*	50	56	39	52
2020	1	31	59	*	63	*	*	23	32	*	51	56	40	53
2021	4	34	59	*	63	*	*	24	35	*	52	56	41	54
2022	7	36	60	*	64	*	*	26	38	*	53	57	43	55
2023	11	40	60	*	64	*	*	29	42	*	55	57	45	56
2024	16	45	61	*	65	*	*	32	47	*	58	58	48	57
2019-2021	4	4	0	*	0	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>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 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>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 Campuses Only: 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 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● 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. ● 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. 		
Principal	<p>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>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 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● 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		
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