# Plano Independent School District

# Miller Elementary

# 2022-2023

**Accountability Rating: A**

**Distinction Designations:**
Top 25 Percent: Comparative Academic Growth



**Board Approval Date:** September 20, 2022

# Mission Statement

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

# Vision

Committed to Excellence, Dedicated to Caring, Powered by Learning, Plano ISD Proud.

# Table of Contents

# Comprehensive Needs Assessment

**Revised/Approved: September 8, 2022**

## Demographics

**Demographics Summary**

We currently serve 365 students at Miller Elementary.

**Last Reported by TEA:**

**School and Student Information**

Campus District State

Attendance Rate (2019-20) 99.3% 99.0% 98.3%

Enrollment by Race/Ethnicity

African American 7.5% 13.1% 12.7%

Hispanic 14.8% 26.5% 52.9%

White 44.6% 31.5% 26.5%

American Indian 0.3% 0.3% 0.3%

Asian 25.9% 24.3% 4.7%

Pacific Islander 0.0% 0.1% 0.2%

Two or More Races 7.0% 4.3% 2.7%


**Enrollment by Student Group**

Campus District State

Economically Disadvantaged 21.6% 35.6% 60.3%

Special Education 14.0% 12.3% 11.1%

Emergent Bilingual/EL 18.5% 18.6% 20.7%

Mobility Rate (2019-20) 9.2% 10.2% 13.8%

Class Size Averages by Grade or Subject Elementary

Campus District State

Kindergarten 17.0  16.7  17.7

Grade 1 17.3  18.1  18.0

Grade 2 14.3  18.8  18.0

Grade 3 16.5  19.1  18.2

Grade 4 21.7  18.9  18.3

Grade 5 20.7  19.7  19.8

**Demographics Strengths**

MILLER EL earned an A (90-100) for exemplary performance by serving our 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. Miller has a dedicated group of PTA Mom's and Dad's that devote their care, love and support to our staff and students. It continues to grow each year.

**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; field day; fifth-grade choir; Miller honor choir; school-wide service projects; English as 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.

1) Consistent Leadership 2) Growing Diverse Population in student groups 3) Have an experienced staff 4) Low mobility 5)  Involved PTA and supportive families.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments. **Root Cause:** There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 2:** There is a need to increase diversity within our staff so that our staff demographics closer reflect our student population **Root Cause:** Our staff is not as diverse as our student population due to a lack of diverse candidates.

# Student Learning

**Student Learning Summary**

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.

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.

**Student Learning Strengths**

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

2) Centers/Big Centers/Station-Choice rotation for guided reading/math has been implemented in all grade levels (based on the grade level structure)

3) Students are being identified and set for targeted instructional early on in the year.

4) 3rd and 4th Grade Reading and Math STAAR saw great improvement 21-22 year.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Gen Ed, T2 students , ESL, Sped, Dyslexia students show a need for academic growth in both reading and math based on Quintile 3 and 4 of PGR and STAAR 2022 results. **Root Cause:** ESL, Sped, Dyslexia students receive intervention but still struggle with test taking skills and connecting the content learned to the assessments. * A need for ESL support in planning * A need for sped support- need more use of instructional planning. * Students who are identified as Dyslexia receive multi-sensory support are performing and showing growth -

**Problem Statement 2 (Prioritized):** Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments. **Root Cause:** There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 3 (Prioritized):** The student achievement data shows a need to analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction so that teachers can differentiate for all student groups and needs in K-5. **Root Cause:** There has been inconsistency utilizing data and creating student mastery exit tickets/checks for understanding within collaborative planning.

**Problem Statement 4 (Prioritized):** The data shows a need to target instruction by using Edugence to look closely at strands, low and high areas, and missed questions in grades 3-5. **Root Cause:** Teachers require training to learn how to analyze and use data in the Edugence platform during collaborative planning sessions.

# School Processes & Programs

**School Processes & Programs Summary**

Our focus this year at Miller Elementary is our school culture. We want to ensure that we have an environment that scholars want to attend each day and where teachers want to teach. The campus emphasis on community circles, morning meetings, calm down corners, Positive Behavior Intervention Support Reward system (PBIS), and Zones of Regulation will help support the success of all students. Miller Elementary follows standard hiring protocol for PISD which utilizes a committee approach during the interview asking all applicants the same set of questions. We continually look for candidates that share our mission and values both campus and district.

**School Processes & Programs Strengths**

1) Grade level teams are empowered to collaborate and implement plans and procedures for their classrooms that create positive and successful student outcomes.
2) Morning meetings are implemented daily in every classroom.
3) Safety and emergency procedures are clear and responsive.
4) Implementation of morning routine that ensures every student is greeted by face and name daily.
5) Recognition of students, staff, and community through staff shout outs, COM Assembly, Dress up Days, Spirit Contest, Star Students, and eNews.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teacher data shows a need for training on classroom management and expectations in all areas of the school and taught that expectations must be set early on as a school. **Root Cause:** A need for a more streamlined school wide behavior system that aligns from K-5th. ( Basic expectations)

**Problem Statement 2 (Prioritized):** Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments. **Root Cause:** There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 3:** Miller shows a need to decrease the number of incidents in unstructured times/areas by 40% (1/2 of the 2021-2022 data at 80% of times where instances occurred) **Root Cause:** Lack of guidelines and procedures that are clear and consistent across each grade level with every staff member on campus.

# Perceptions

**Perceptions Summary**

Miller staff continues to creates intentional connections with students to recognize the whole child and works to develop a supportive and positive environment in each classroom.

**Perceptions Strengths**

1) Students, staff, and parents perceive school as safe and orderly.
2) School is managed in a supportive and reflective way that benefits staff, students, and parents
3) Staff's priority is building relationships with students.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** A need for uniformed behavior expectations. **Root Cause:** Lack of systematic autonomy.

**Problem Statement 2 (Prioritized):** There is a need for clear established procedures and routines as a school. **Root Cause:** Lack of equity from gen ed and specials, yield a need for a school wide guideline.

# Priority Problem Statements

**Problem Statement 2**: Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments.

**Root Cause 2**: There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

**Problem Statement 2 Areas**: Demographics - Student Learning - School Processes & Programs

**Problem Statement 1**: Gen Ed, T2 students , ESL, Sped, Dyslexia students show a need for academic growth in both reading and math based on Quintile 3 and 4 of PGR and STAAR 2022 results.

**Root Cause 1**: ESL, Sped, Dyslexia students receive intervention but still struggle with test taking skills and connecting the content learned to the assessments. * A need for ESL support in planning * A need for sped support- need more use of instructional planning. * Students who are identified as Dyslexia receive multi-sensory support are performing and showing growth -

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 7**: Teacher data shows a need for training on classroom management and expectations in all areas of the school and taught that expectations must be set early on as a school.

**Root Cause 7**: A need for a more streamlined school wide behavior system that aligns from K-5th. ( Basic expectations)

**Problem Statement 7 Areas**: School Processes & Programs

**Problem Statement 5**: A need for uniformed behavior expectations.

**Root Cause 5**: Lack of systematic autonomy.

**Problem Statement 5 Areas**: Perceptions

**Problem Statement 6**: There is a need for clear established procedures and routines as a school.

**Root Cause 6**: Lack of equity from gen ed and specials, yield a need for a school wide guideline.

**Problem Statement 6 Areas**: Perceptions

**Problem Statement 3**: The student achievement data shows a need to analyze all data sources, including STAAR, MAP, Running Records, to assess strengths and weaknesses of instruction so that teachers can differentiate for all student groups and needs in K-5.

**Root Cause 3**: There has been inconsistency utilizing data and creating student mastery exit tickets/checks for understanding within collaborative planning.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: The data shows a need to target instruction by using Edugence to look closely at strands, low and high areas, and missed questions in grades 3-5.

**Root Cause 4**: Teachers require training to learn how to analyze and use data in the Edugence platform during collaborative planning sessions.

**Problem Statement 4 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Local Accountability Systems (LAS) data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance 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
- Evaluation(s) of professional development implementation and impact
- Equity 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

# 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 STAAR from 2022 to 2023.

**Performance Objective 1:** The percent of Miller 3rd-5th grade students that score meets grade level or above on STAAR Reading will increase from 76% in 2022 to 77% by June 2023.

   **Evaluation Data Sources:** 2023  Reading STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers will use weekly planning to collaborate and analyze student data both formal and informal.  Teachers will  implement small group instruction targeted to student needs based on the data (MAP, IRI's Reading Records, Previous STAAR and Trends Data for Miller and Anecdotal Notes. Student will continue to use research based reading strategies that engage  comprehension (THIEVES, STAR) Our Sped team will meet continuously to review student data and ways to reteach/review and accommodate. ESSER Funds are available for intervention use. K-3 \|\| Foundational Skills \|\| Foundational Skills from HMH will be taught to all students.<br><br>* A Focus on the Following in each curricular area:<br>ESL Support - speaking and understanding are two completely different skills. We need to provide experiences for both and use different strategies to do this: pictures, vocab, acting out what they hear, etc.<br>Using visuals when you can on word walls<br>Learning target posted for ELPs<br>Parent nights focused on certain subjects (with fun activities like the escape rooms)<br>Competitions for math facts and reading skills<br>Prize patrol for growth and effort - How are we celebrating<br>Incorporate math skills throughout the year across the schools/specials classes | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| | 80% | | |
|    **Strategy's Expected Result/Impact:** 1. Increase academic achievement for all students in all areas.<br>   2. Increase in the amount of students that score "meets" grade level or above on STAAR Reading.<br>   **Staff Responsible for Monitoring:** Classroom Teachers, IS, Admin , Enrichment Team, TL's<br><br>   **TEA Priorities:**<br>   Build a foundation of reading and math | | | |
| 0% No Progress    100% 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 STAAR from 2022 to 2023.

**Performance Objective 2:** HB3 - The percent of Miller 3rd grade students that score meets grade level or above on STAAR Math will increase from 70% in 2022 to 71% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 Reading STAAR

**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 2022 to 2023.

**Performance Objective 1:** HB3 - The percent of Miller 3rd grade students that score meets grade level or above on STAAR Math will increase from 67% in 2022 to 68% by June 2023.

**HB3 Goal**

**Evaluation Data Sources:** 2023 Math STAAR

| 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 throughout the 22-23 school year. Research-based strategies, CUBES and UPS Check will be utilized in each classroom. Number Talks is required daily in addition to small groups/inquiry/intervention time. ESSER Funds are available for intervention use. <br><br> * A Focus on the Following in each curricular area: <br> ESL Support - speaking and understanding are two completely different skills. We need to provide experiences for both and use different strategies to do this: pictures, vocab, acting out what they hear, etc. <br> Using visuals when you can on word walls <br> Learning target posted for ELPs <br> Parent nights focused on certain subjects (with fun activities like the escape rooms) <br> Competitions for math facts and reading skills <br> Prize patrol for growth and effort - How are we celebrating <br> Incorporate math skills throughout the year across the schools/specials classes | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| | 60% | | |
|     **Strategy's Expected Result/Impact:** Students are expected to gain proficiency in number sense in K-5 and be able to problem solve. K-5 teachers will consistently provide students with skills that will help increase math competency school-wide. <br>     **Staff Responsible for Monitoring:** Classroom Teachers, IS, Admin | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | |

**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 2022 to 2023.

**Performance Objective 2:** The percent of Miller students that score Meets grade level or above on STAAR Math 3-5 will increase from 66% in 2022 to 67% by June 2023.

* A Focus on the Following in each curricular area:
ESL Support - speaking and understanding are two completely different skills. We need to provide experiences for both and use different strategies to do this: pictures, vocab, acting out what they hear, etc.
Using visuals when you can on word walls
Learning target posted for ELPs
Parent nights focused on certain subjects (with fun activities like the escape rooms)
Competitions for math facts and reading skills
Prize patrol for growth and effort - How are we celebrating
Incorporate math skills throughout the year across the schools/specials classes

   **Evaluation Data Sources:** 2023 Math STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers will continue to incorporate the CUBES and the UPS Check strategies to aid in comprehension. Students will be provide targeted small group intervention and will be able to utilized comprehension strategies for problem solving. The IS will work with teachers an students as the need arises. Additional tutoring support provided. ESSER Funds are available for intervention use. | Formative | | |
| | Nov | Feb | June |
| **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, IS, Admin | 70% | | |
| 0% No Progress        100% Accomplished        → Continue/Modify        ✗ Discontinue | | | |

**Goal 3:** DIP - Plano ISD will increase student learning in Science as evident by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

**Performance Objective 1:** The percent of Miller students that score Meets grade level or above on STAAR Science 5 will increase from 61% in 2022 to 62% by June 2023.

Evaluation Data Sources: 2023 Science STAAR

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Teachers in 5th grade will use weekly data to analyze and review student achievement and growth measures through the use of science process strategies and exposure to rigorous science research based instruction, MAP progression data, targeted intervention strategies to help each individual students. Teachers will utilize the field resources from Lead4ward, the district science curriculum and additional resources for comprehension. ESSER Funds are available for intervention use.<br><br>* A Focus on the Following in each curricular area:<br>ESL Support - speaking and understanding are two completely different skills. We need to provide experiences for both and use different strategies to do this: pictures, vocab, acting out what they hear, etc.<br>Using visuals when you can on word walls<br>Learning target posted for ELPs<br>Parent nights focused on certain subjects (with fun activities like the escape rooms)<br>Competitions for math facts and reading skills<br>Prize patrol for growth and effort - How are we celebrating<br>Incorporate math skills throughout the year across the schools/specials classes | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| | 35% | | |
| **Strategy's Expected Result/Impact:** There will be an increase in student scores from meets or above grade level on STAAR Science 5th<br>**Staff Responsible for Monitoring:** Classroom Teachers, IS, Admin, Sped,GT | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 4:** Miller: Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments.

**Performance Objective 1:** There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. Students in all areas should be afforded the proper resources and tools to help them be successful as a whole child.

**Evaluation Data Sources:** MAP, Assessments, Review 360 data, anecdotal data, ESL, Sped and AA data.

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Provide each entity with resources and support that is needed to service all students. SpEd/ACHIEVE Department: Sensory tools, autism supplements, creative play materials/resources/ ACHIEVE supplies for student centered goals and accommodations based on the IEP. ESL students will be afforded intervention and resources. General population will be provided with the following to support, encourage and celebrate the whole child; PBIS Pony points system school-wide, COM, Character Queens, Attendance awards, birthday celebrations, intervention, I and I time (etc) <br><br>**Strategy's Expected Result/Impact:** Increase understanding on student needs. SpEd Department: Sensory tools, autism supplements, creative play materials/resources/ ACHIEVE supplies for student centered goals and accommodations based on the IEP. <br>**Staff Responsible for Monitoring:** Admin, IC, Classroom Teacher, Sped/ACHIEVE, Specialist, <br><br>**Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 | **Formative** | | |
| | **Nov** | **Feb** | **June** |
| | 70% | | |

0% No Progress      100% Accomplished      → Continue/Modify      ✕ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments. **Root Cause**: There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |
| **Student Learning** |
| **Problem Statement 2**: Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments. **Root Cause**: There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |
| **School Processes & Programs** |
| **Problem Statement 2**: Although our sub-population student groups have shown some progress, our Sped, AA and ESL demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments. **Root Cause**: There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. |

# Site-Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Jennifer Bero | Principal |
| Administrator | Kijafa Tilford | Assistant Principal |
| Classroom Teacher | Dominique Cline | SpEd Classroom Teacher |
| Classroom Teacher | Surekha Patel | PE Teacher |
| Classroom Teacher | Megan Nickel | campus-based professional |
| Community Representative | Lisa McClintic | Community Member |
| Parent | Dorathy Dasary | Parent |
| Classroom Teacher | Tiffany Leja | Teacher |
| Classroom Teacher | Brit DeMois | Music Teacher |
| Wellness Coach | Jacki King | Nurse |
| Community Representative | Shagufta Humayun | Community Member |
| Parent | Felicia Zimmer | Parent |
| Parent | Eulander Mandidi | Parent |
| Parent | Sourav Chakraborty | Parent |
| Parent | Kenneth Lawrence | Parent |
| Parent | Lu McDonald | Parent |
| Parent | Lilac Botbol | Parent |

# Campus Funding Summary

<table>
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<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
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# Addendums

# HB3 Campus Goals - All Grades STAAR at Meets Standard                     **Miller**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading                                                                 **Grade 3**

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2022 # of Students | 1 | 6 | 19 | 0 | 14 | 0 | 7 | 8 | 1 | 8 | 31 | 12 | 43 |
| 2022 | 0 | 17 | 68 | | 93 | | 57 | 50 | 0 | 62 | 71 | 67 | 70 |
| 2023 | 2 | 19 | 69 | | 94 | | 60 | 52 | 1 | 64 | 72 | 68 | 71 |
| 2024 | 4 | 21 | 69 | | 94 | | 63 | 54 | 1 | 66 | 72 | 70 | 71 |
| 2025 | 6 | 23 | 70 | | 95 | | 67 | 56 | 2 | 69 | 73 | 72 | 72 |
| 2026 | 10 | 27 | 72 | | 97 | | 73 | 60 | 4 | 73 | 75 | 75 | 74 |
| 2027 | 14 | 31 | 73 | | 98 | | 80 | 64 | 5 | 78 | 76 | 78 | 75 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard　　　　　　　　Miller

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　　Grade 4

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2022 # of Students | 6 | 4 | 32 | 0 | 19 | 0 | 12 | 8 | 1 | 9 | 42 | 22 | 64 |
| 2022 | 67 | 50 | 81 | | 100 | | 75 | 50 | 100 | 100 | 88 | 77 | 84 |
| 2023 | 69 | 52 | 82 | | 100 | | 78 | 52 | 100 | 100 | 89 | 78 | 85 |
| 2024 | 71 | 54 | 82 | | 100 | | 81 | 54 | 100 | 100 | 89 | 80 | 85 |
| 2025 | 73 | 56 | 83 | | 100 | | 85 | 56 | 100 | 100 | 90 | 82 | 86 |
| 2026 | 77 | 60 | 85 | | 100 | | 91 | 60 | 100 | 100 | 92 | 85 | 88 |
| 2027 | 81 | 64 | 86 | | 100 | | 98 | 64 | 100 | 100 | 93 | 88 | 89 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard

**Miller**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading

**Grade 5**

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2022 # of Students | 8 | 9 | 34 | 0 | 15 | 0 | 11 | 20 | 3 | 12 | 51 | 19 | 70 |
| 2022 | 62 | 33 | 79 | | 87 | | 18 | 60 | 100 | 75 | 69 | 79 | 71 |
| 2023 | 64 | 35 | 80 | | 88 | | 21 | 62 | 100 | 77 | 70 | 80 | 72 |
| 2024 | 66 | 37 | 80 | | 88 | | 24 | 64 | 100 | 79 | 70 | 82 | 72 |
| 2025 | 68 | 39 | 81 | | 89 | | 28 | 66 | 100 | 82 | 71 | 84 | 73 |
| 2026 | 72 | 43 | 83 | | 91 | | 34 | 70 | 100 | 86 | 73 | 87 | 75 |
| 2027 | 76 | 47 | 84 | | 92 | | 41 | 74 | 100 | 91 | 74 | 90 | 76 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard

**Miller**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Reading — All Grades

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2022 # of Students | 15 | 19 | 85 | 0 | 48 | 0 | 30 | 36 | 5 | 29 | 124 | 53 | 177 |
| 2022 | 60 | 32 | 78 | | 94 | | 50 | 56 | 80 | 79 | 76 | 75 | 76 |
| 2023 | 62 | 34 | 79 | | 95 | | 53 | 58 | 81 | 81 | 77 | 76 | 77 |
| 2024 | 64 | 36 | 79 | | 95 | | 56 | 60 | 81 | 83 | 77 | 78 | 77 |
| 2025 | 66 | 38 | 80 | | 96 | | 60 | 62 | 82 | 86 | 78 | 80 | 78 |
| 2026 | 70 | 42 | 82 | | 98 | | 66 | 66 | 84 | 90 | 80 | 83 | 80 |
| 2027 | 74 | 46 | 83 | | 99 | | 73 | 70 | 85 | 95 | 81 | 86 | 81 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard

**Miller**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

**Grade 3**

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2022 # of Students** | 1 | 6 | 19 | 0 | 14 | 0 | 7 | 8 | 1 | 8 | 31 | 12 | 43 |
| **2022** | 0 | 17 | 63 | | 93 | | 57 | 50 | 0 | 50 | 68 | 67 | 67 |
| **2023** | 3 | 19 | 64 | | 94 | | 60 | 52 | 1 | 52 | 69 | 69 | 68 |
| **2024** | 6 | 22 | 66 | | 96 | | 63 | 55 | 3 | 54 | 71 | 71 | 70 |
| **2025** | 9 | 26 | 68 | | 98 | | 67 | 59 | 5 | 57 | 73 | 74 | 72 |
| **2026** | 15 | 30 | 70 | | 100 | | 72 | 63 | 7 | 61 | 75 | 78 | 74 |
| **2027** | 21 | 36 | 73 | | 100 | | 79 | 69 | 10 | 66 | 78 | 83 | 77 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard                    Miller

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math                                                                    Grade 4

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2022 # of Students | 6 | 4 | 32 | 0 | 19 | 0 | 12 | 8 | 1 | 9 | 42 | 22 | 64 |
| 2022 | 50 | 50 | 66 | | 79 | | 58 | 12 | 100 | 78 | 76 | 50 | 67 |
| 2023 | 53 | 52 | 67 | | 80 | | 61 | 14 | 100 | 80 | 77 | 52 | 68 |
| 2024 | 56 | 55 | 69 | | 82 | | 64 | 17 | 100 | 82 | 79 | 54 | 70 |
| 2025 | 59 | 59 | 71 | | 84 | | 68 | 21 | 100 | 85 | 81 | 57 | 72 |
| 2026 | 65 | 63 | 73 | | 86 | | 73 | 25 | 100 | 89 | 83 | 61 | 74 |
| 2027 | 71 | 69 | 76 | | 89 | | 80 | 31 | 100 | 94 | 86 | 66 | 77 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard

**Miller**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

**Grade 5**

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2022 # of Students** | 8 | 9 | 34 | 0 | 15 | 0 | 11 | 20 | 3 | 12 | 51 | 19 | 70 |
| **2022** | 38 | 33 | 76 | | 73 | | 27 | 45 | 67 | 67 | 67 | 58 | 64 |
| **2023** | 41 | 35 | 77 | | 74 | | 30 | 47 | 68 | 69 | 68 | 60 | 65 |
| **2024** | 44 | 38 | 79 | | 76 | | 33 | 50 | 70 | 71 | 70 | 62 | 67 |
| **2025** | 47 | 42 | 81 | | 78 | | 37 | 54 | 72 | 74 | 72 | 65 | 69 |
| **2026** | 53 | 46 | 83 | | 80 | | 42 | 58 | 74 | 78 | 74 | 69 | 71 |
| **2027** | 59 | 52 | 86 | | 83 | | 49 | 64 | 77 | 83 | 77 | 74 | 74 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard

**Miller**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Math

**All Grades**

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2022 # of Students | 15 | 19 | 85 | 0 | 48 | 0 | 30 | 36 | 5 | 29 | 124 | 53 | 177 |
| 2022 | 40 | 32 | 69 | | 81 | | 47 | 39 | 60 | 66 | 70 | 57 | 66 |
| 2023 | 43 | 34 | 70 | | 82 | | 50 | 41 | 61 | 68 | 71 | 59 | 67 |
| 2024 | 46 | 37 | 72 | | 84 | | 53 | 44 | 63 | 70 | 73 | 61 | 69 |
| 2025 | 49 | 41 | 74 | | 86 | | 57 | 48 | 65 | 73 | 75 | 64 | 71 |
| 2026 | 55 | 45 | 76 | | 88 | | 62 | 52 | 67 | 77 | 77 | 68 | 73 |
| 2027 | 61 | 51 | 79 | | 91 | | 69 | 58 | 70 | 82 | 80 | 73 | 76 |

# HB3 Campus Goals - All Grades STAAR at Meets Standard                                                **Miller**

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

## Science 5                                                                                            **Grade 5**

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|------|---------|---------|------|------|------|------|------|------|------|------|------|------|------|
| **2022 # of Students** | 8 | 9 | 34 | 0 | 15 | 0 | 11 | 20 | 3 | 12 | 51 | 19 | 70 |
| **2022** | 50 | 33 | 71 | | 73 | | 27 | 45 | 67 | 58 | 65 | 53 | 61 |
| **2023** | 53 | 35 | 72 | | 74 | | 30 | 47 | 68 | 60 | 66 | 55 | 62 |
| **2024** | 56 | 38 | 74 | | 76 | | 33 | 50 | 70 | 62 | 68 | 57 | 64 |
| **2025** | 59 | 42 | 76 | | 78 | | 37 | 54 | 72 | 65 | 70 | 60 | 66 |
| **2026** | 65 | 47 | 78 | | 80 | | 42 | 59 | 75 | 69 | 72 | 64 | 68 |
| **2027** | 71 | 53 | 81 | | 83 | | 49 | 65 | 79 | 74 | 75 | 68 | 71 |

# 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 |
|---|---|---|---|
| Principal, Executive Director for Student & Family Services | **Bullying**<br>**Staff Prevention**<br>● Identify high risk areas<br>● Monitor high risk areas<br>● Follow campus rules/expectations<br>**Staff Education**<br>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking<br>● Review referral process<br>**Staff Intervention**<br>● Establish recommended intervention strategies for classroom/campus<br>● Implement campus referral plan<br>● Utilize Discipline Management strategies<br>**Student Prevention**<br>● Clearly state student expectations/campus rules/citizenship<br>● Monitor high risk areas<br>**Student Education**<br>● Explain referral process/contacts<br>● Anonymous Tip Line<br>**Student Intervention**<br>● 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. |

| | | | |
|---|---|---|---|
| | ● Employ discipline interventions<br>● Use other intervention strategies as necessary/appropriate<br>● Conference with parents/students | | |
| Principal,<br>District Coordinator K-12 Health and Physical Education,<br>District Health Services | **Coordinated Health Program**<br>**Coordinated School Health**<br>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. [Campus Wellness Plan](#)<br>● K-8 Include at least one Parent on Campus Wellness Team.<br>● 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.<br>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.<br>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.<br>**Fitness**<br>● 3-8 Pre and Post Assess all eligible students using fitness test components.<br>● 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.<br>**Physical Activity Requirements**<br>● 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. | TEC 11.253(d)<br>Board Policy FFA(Local) | The school will follow Board Policies: FFA and EHAA. |

| | | | |
|---|---|---|---|
| | ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.<br>● 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.<br>● K-5 Ensure students are receiving daily unstructured play during recess.<br>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.<br><br>**Attendance**<br>● K-8 Monitor attendance of students and follow up on prominent and chronic absences. | | |
| Principal,<br>Human Resources | **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals**<br>● 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.<br>● Funding source: State and Local | ESSA | |
| Principal,<br>Executive Director for Student and Family Services | **Parent Involvement**<br>● 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<br>● 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<br>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local<br>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local | | |

| | | | |
|---|---|---|---|
| | <ul><li>Utilize social media to keep parents and community informed. Funding source: State and Local</li><li>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local</li><li>Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul> | | |