

**Pflugerville Independent School District**  
**Mott Elementary School**  
**2018-2019 Mott Campus Improvement Plan**

**Accountability Rating: Met Standard**



**Board Approval Date:** October 18, 2018  
**Public Presentation Date:** September 26, 2018

# Mission Statement

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

# Vision

Pflugerville ISD... Passionately Serving the Best Interests of Students

# Value Statement

We Believe:

- All individuals have worth
- Relationships are foundational to success
- In educating the whole child both academically and emotionally/socially
- In developing civic-minded students
- In providing diverse educational opportunities for all students
- Diversity is our strength
- In providing a safe and nurturing environment for all students and staff
- High expectations from and partnerships with our community promote student success.
- A strong work ethic and a focus on innovation are vital for staff and students to reach excellence

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Demographics ..... 4
  - Student Academic Achievement ..... 5
  - School Processes & Programs ..... 8
  - Perceptions ..... 11
- Comprehensive Needs Assessment Data Documentation ..... 14
- Goals ..... 16
  - Goal 1: PfISD will recruit, support, and retain teachers and principals. .... 16
  - Goal 2: PfISD will build a foundation of reading and math. .... 16
  - Goal 3: PfISD will connect high school to career and college. .... 16
  - Goal 4: PfISD will improve low performing schools. .... 16

# Comprehensive Needs Assessment

Revised/Approved: July 25, 2018

## Demographics

### Demographics Summary

Enrollment for Mott is 825 students. Campus demographics:

- White- 34%
- Hispanic- 41%
- Black/African American- 10%
- Native American- <1%
- Asian- 8%
- Native Hawaiian/Pacific Islander- <1%
- Two or More-6%
- Eco Dis- 36%
- GT- 5%
- 504- 5%
- SPED- 8%

VMES has at a minimum of one dual-language Spanish classroom per grade level. Both Kindergarten and First Grade have one classroom that has the 2-way Dual-language Spanish program.

### Demographics Strengths

The dual language program came from Highland Park due to the boundary changes of our new school. Mott is a diverse campus which celebrates and learns from the variety of cultures represented in staff and students.

# Student Academic Achievement

## Student Academic Achievement Summary

Grade	Subject	Approaches	Meets	Masters
5th	Reading (April)	91%	72%	34%
5th	Reading (May)	55%	18%	0%
4th	Reading	80%	49%	23%
3rd	Reading	82%E/ 57%S	46%E/ 33%S	29%E/29%S
5th	Math (April)	92%	55%	26%
5th	Math (May)	67%	0%	0%
4th	Math	87%	65%	38%
3rd	Math	76%	50%	26%
5th	Science	80%	40%	12%
4th	Writing	61%	35%	8%

## STAR 360 Results

Grade	Subject	< 25%ile	25-50%ile	50-74%ile	>74%ile
5	Reading	17.6%	29.4%	26.9%	26.1%
4	Reading	18.1%	24.5%	30.9%	26.6%
3	Reading	26.3%	16.1%	33.9%	23.7%
2	Reading	15.7%	12.4%	31.4%	40.5%
1	Reading	13.1%	15.9%	21.5%	49.5%

K	Early Literacy	3.0% (Early Emergent)	36.4% (Late Emergent)	48.5% (Transitional Reader)	12.1% (Probable Reader)
5	Math	3.4%	20.3%	19.5%	56.8%
4	Math	7.4%	5.3%	11.7%	75.5%
3	Math	12.7%	14.4%	22.9%	50%
2	Math	6.6%	13.2%	19.8%	60.3%
1	Math	5.5%	16.5%	18.7%	59.3%

Overall TEA Summary - the campus Met Standard in all areas.

Student Achievement: 80 out of 100

School Progress: 77 out of 100

Closing the Gaps: 79 out of 100

Relative performance: 63 out of 100

Mott earned no distinctions.

Mott is an Additional Targeted Support campus due to not meeting the target for Student Success Status for the White, Asian And Special Ed. Current populations.

### Student Academic Achievement Strengths

Mott was 1 point away from a distinction in reading scores.

STAAR Highlights:

Grade Subject	Approaches	Meets	Masters
5th Reading (April)	91%	72%	34%

4th Math 87% 65% 38%

Attendance rate for the school year, which impacts distinctions and student achievement, averaged at 97% which is one of the highest in the district.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Mott did not meet targets in Closing the Gaps Status for two subgroups. **Root Cause:** Student data was not monitored for subgroups compared to target projections at the level that it should have been.

**Problem Statement 2:** Student progress measure is disproportionately low compared to achievement data. **Root Cause:** Student progress monitoring data was not tracked in a systematic way.

## School Processes & Programs

### School Processes & Programs Summary

Of the 72 campus staff that were at Mott in the 2017-18 school year, 62 are returning for the next school year. That is a retention rate of 86%. Of the 10 staff that are not returning:

- 2 left for a promotion on another campus
- 3 left to work at a campus closer to home
- 2 are staying home to take care of family
- 1 was surplusd in January
- 1 resigned in January
- 1 is returning to his former campus

According to HR, Mott staff had the most years of experience of any elementary campus in the district.

Mott Vision Statement:

Mott: Exemplifying Character, Perseverance and Excellence.

Campus Wide book study regarding developing strong PLC practices will be focused on improving student achievement.

Mott will implement WIN (What I Need) time during the 2018-2019 school year, Tuesday through Thursday of each week beginning in the middle of October. This structure will deploy students into enrichment and tutorial groups, based on student need, for the first 30 minutes of the school day. During the same first 30 minutes of the school day on Fridays, we will alternate each week to involve Buddy Classes to enlist peer tutoring and social emotional learning, and Enrichment Clubs based on student interest.

The Master Schedule is designed to provide maximum instructional time, minimal instructional disruptions, as well as to ensure pull out intervention opportunities do not interfere with Tier 1 instruction.

WIN Time will provide additional intervention and enrichment opportunities for students three days a week, as well as enrichment opportunities for ALL students every Friday.

Technology is used to enhance instruction and learning in all classrooms every day. Technology is integrated into literacy and math stations in every classroom.



A majority of teachers are proficient with technology integrated instructional resources such as Google Classroom, See Saw, IXL, Prodigy, and many other online programs.

### **School Processes & Programs Strengths**

With 86% of staff returning, Mott still has a largely veteran staff. Experienced teachers statistically outperform new to the profession teachers. Thus the largely veteran staff of Mott are able to positively impact student success academically, as well as socially and emotionally. The veteran staff also has the skills and knowledge to support the two new to profession teachers that are now on staff.

Teachers became adept at mapping out the curriculum units and writing Knowledge Packages during the 2017-2018 school year. Teams will incorporate these practices into their PLCs and Collaborative Plannings for the 2018-2019 school year.

The Master Schedule is designed to provide maximum instructional time, minimal instructional disruptions, as well as to ensure pull out intervention opportunities do not interfere with Tier 1 instruction.

WIN Time will provide additional intervention and enrichment opportunities for students three days a week, as well as enrichment opportunities for ALL students every Friday.

The data infrastructure with multiple wireless access points provides complete and adequate coverage throughout the building for student and staff technology.

The majority of staff are not only highly proficient with instructional technology, but proactively seek additional instructional technology resources.

Interactive projectors are used by teachers and students to enhance instruction in every classroom.

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

**Problem Statement 1:** Team dynamics had an impact on staff member's choice to seek other public school employment. **Root Cause:** Dysfunctional PLC teams contributed to staff choosing to work elsewhere.

**Problem Statement 2:** There were not enough Common Formative Assessments given in each content area during the 2017-2018 school year to adequately assess student progress. **Root Cause:** Ineffective PLC practices.

**Problem Statement 3:** Technology availability for each student limits certain applications and reduces usage. **Root Cause:** The limited number of iPads in the lower grades and one laptop cart per grade with one computer lab restricts the integration of technology.

# Perceptions

## Perceptions Summary

### Quotes from Staff Survey (MOY)

- I love my new placement and my new owl family!
- My questions are always welcomed and I feel confident that I can always say something to admin.
- I love my team and my community. Everyone is willing and able to help out.
- We need more Staff PBIS training.
- We need or parents to feel welcomed so we can build our school community.
- Cafeteria as a whole needs more training. Both the lunch line and the cafeteria monitor.
- I wish we had more time to get to know other staff, as we are more secluded now in the current building. I feel a little like we're in "factions" and we don't ever see anyone else, which makes me a little sad.

### Quotes from Student Survey (MOY)

#### What do you like about Mott?

- I like to be a Mott owl! and my teachers!
- Everyone is respectful , and every ones ideas are allowed to be heard or shared.
- this school is safe,fun,and freindly
- it has people who care and encerge me
- Art Class and the wonderful hard working teachers that take they time to teach us something new every day-

#### What would you change? What programs would you like to add?

- there be a prize for best student of the month for each class
- A track on the Playground
- i would like more field trips
- I want more outside activities, like maybe working on the garden.
- i like Mott to change the floors (This came up several times)
- The cafeteria food to something a little more healthy for everyone because it tastes horrible and also the strategies we use to learn math. And that every class should have flexible seating because it helps us concentrate and be more comfortable while learning.

gh turnout at campus evenings- X-Stream Night, Monthly student performances (6 performances this year), Carnival

Active PTO- regularly participating and hosting events on campus for teacher appreciation and raising funds for the campus

Regular participation by parent volunteers

Quotes from Parent Survey (MOY)

- It's good to have daily communication with the parents, via sending a paper with child or emails. Should have a shared folder which can be reached by parents every day to know what work is happening in the class
- We also would like to know more about how we could help our child at home. And, whenever there was any incident(s) at school related to our child, we'd like to know right away...(for example, misbehaving, bullying, disrespecting the teachers/staff, and so forth). Sometimes, we don't hear about it until later.-

77% of parents reported that they were satisfied with their child's overall experience at Mott Elementary. This number needs to be higher.

### **Perceptions Strengths**

Mott is a diverse campus which celebrates and learns from the variety of cultures represented in staff and students.

Overwhelmingly positive TASB Survey from staff. 41 indicators were considered strengths and positive areas, and only 4 indicators showed a need for improvement.

High turnout at parent/community events such as Grandparent's Day, Thanksgiving Lunch, and XSTREAM Night - over 300 in attendance at each of these events.

Community Partnerships with:

- Zaxby's
- Double Dave's Pizza
- Clint Schuman Insurance
- Urban Sips and Sweets
- Pizza Hut
- Chick-fil-A
- Pump It Up
- Urban Air

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Staff workload and professional development are areas for improvement according to the TASB Climate Survey. **Root Cause:** Non-functional PLCs resulted in double work and wasted meeting time for teachers. Little professional development or increased skills was obtained during PLC collaboration.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

# Goals

## **Goal 1: PfISD will recruit, support, and retain teachers and principals.**

**Performance Objective 1:** Mott will recruit, develop and retain educators that are focused on self and student growth with a staff retention rate of at least 90%.

## **Goal 2: PfISD will build a foundation of reading and math.**

**Performance Objective 1:** By the end of the 2018-2019 school year, 85% of all students across all student groups will achieve one year's academic growth.

## **Goal 3: PfISD will connect high school to career and college.**

**Performance Objective 1:** Mott Elementary will increase the campus attendance rate by a minimum of .5% above the 2017-2018 school year.

**Performance Objective 2:** Mott will provide and encourage parental involvement and family engagement opportunities that will increase parent/community attendance by a minimum of 10% over the 2017-2018.

## **Goal 4: PfISD will improve low performing schools.**

**Performance Objective 1:** Intervention and instructional enhancement resources will be used by at least 75% of the eligible student body to increase intervention and engagement options available, both at school and at home, in order to reach all types of learners.

**Performance Objective 2:** Mott Elementary will implement a Coordinated School Health program with a minimum of two activities each in the areas of fitness and social/emotional learning in order to promote the well-rounded education of all students.