

Plano Independent School District

Schimelpfenig Middle School

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

The mission of Schimelpfenig Middle School is to create a unique, caring environment in which students acquire critical thinking skills, achieve personal excellence, and become citizens who responsibly meet the challenges of the future.

Vision

The vision of Schimelpfenig Middle School is to be committed to Excellence, Dedicated to Caring and Powered by Learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Schimelpfenig has a diverse population of students. Instructional interventions, programs, and strategies must reflect the needs of our population and be carefully planned to meet those needs throughout the year.

Demographics Strengths

We are a diverse campus. Additional training is necessary to help our staff grow in how we approach teaching and learning in meeting the needs of all students. We have set up targeted interventions for at-risk students. In comparison to other schools our class sizes are relatively small.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary. **Root Cause:** Per staff feedback there is a need and desire to learn more about student diversity in education as it relates to learning and achievement.

Student Learning

Student Learning Summary

Schimelpfenig Middle 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 2021 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

Students are provided lots of instructional support options throughout the school year in multiple subject areas. We offer teacher tutorials, NJHS Peer tutorials, targeted intervention based study groups in certain areas to aide students in growing academically. Administration and the campus staff support these programs consistently to aide in student growth based on targeted goals. Teachers noted that the SEL programming has resulted in their growth in building student relationships in correlation with academic supports.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A percentage decrease occurred in the STAAR excellence indicator, "Top 25%: Comparative Closing the Gaps. In 2018-2019 it was noted that at 90/100% while in 2017-2018 it was noted at 100/100%. **Root Cause:** There is a need to increase consistent tutorial attendance that is planned as a year long intervention in all content areas and grade levels.

School Processes & Programs

School Processes & Programs Summary

We do commit annually to make sure we have a new teacher mentor program available and lead by a knowledgeable staff member who can model and aide in supporting excellence. Staff note our Schimelpfenig Campus ETSI (Technology) choice PDH as the most valued during the year. In 2018-2019 in 46 collective surveyed responses, 91.5% shared they found the session information easy to understand/apply and that they learned at least one technological innovation they could use within that year.

School Processes & Programs Strengths

The Schimelpfenig ETSI Technology training held annually provides opportunity for staff to choose sessions based on their interest and needs. In 2018, we added the Social Emotional Learning component to this training. Our new teacher mentor program provides yearlong support around district/campus goals and expectations.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus wide professional development needs to be more individualized with opportunities built in to follow-up on integration of strategies being learned.

Root Cause: Teachers want to be able to self assess and then engage in professional learning that meets their need.

Perceptions

Perceptions Summary

The parent and student involvement at Schimelpfenig is strong. Students look for ways to connect with the campus culture and climate outside of the classroom by participating in clubs and organizations.

Perceptions Strengths

Schimelpfenig has a very involved PTA partnership. Parents have opportunities to partake in school activities (8th grade academic conferences, parent teacher conference day, Color Run, Science Fair judging, pep rallies, Student Council Family Movie Night). We seek and provide community partnership opportunities on campus and in relation to student programming. Schimelpfenig has a positive reputation in the community. The school is viewed as a good place for students to achieve academic success during the school year. We have a large number of parents seeking to enroll their child at Schimelpfenig

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In order to increase participation from parents, school faculty and community members, advance planning is needed noting the specific dates in regards to programming and major campus events. Roles and responsibilities for planning need to be initiated earlier. Campus activities and programming should be tailored to the needs of our families, students and community. **Root Cause:** Lack of parent/community participation may be a result of not being made aware of activities in enough time. Delayed planning impacts implementation and the success of planned activities. Attention is needed in making sure that we share activity information in languages reflective of our population.

Priority Problem Statements

Problem Statement 1: A percentage decrease occurred in the STAAR excellence indicator, "Top 25%: Comparative Closing the Gaps. In 2018-2019 it was noted that at 90/100% while in 2017-2018 it was noted at 100/100%.

Root Cause 1: There is a need to increase consistent tutorial attendance that is planned as a year long intervention in all content areas and grade levels.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: In order to strengthen educational partnerships between students, teachers and parents, further training in the areas of multicultural and social emotional needs is necessary.

Root Cause 2: Per staff feedback there is a need and desire to learn more about student diversity in education as it relates to learning and achievement.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: October 5, 2020

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: The percent of Schimelpfenig students that score Meets grade level or above on STAAR Reading 6-8 will increase from 76% in 2019 to 78% by June 2021. The Special Education student group performance will increase from 32% in 2019 to 35% in 2021. The African American student group performance will increase from 46% in 2019 to 50% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will meet with leaders of specialized populations to help develop a staff plan of action that supports building capacity in teachers in the areas of working with the students noted as economically disadvantaged, African American, Hispanic, English Learner and SPED.</p> <p>Strategy's Expected Result/Impact: Reading Planning Team will outline a plan of action for staff that explains steps taken to incorporate researched based Reading information, student intervention options, and targeted Reading strategies that can be utilized across all content areas.</p> <p>Staff Responsible for Monitoring: Administration ESL, SPED, English Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide full staff training on MAPS and Edugence to improve teachers understanding of assessment data.</p> <p>Strategy's Expected Result/Impact: Teachers will analyze data to identify areas of need, curriculum needs, and plan lessons that support growth in targeted areas for all students.</p> <p>Staff Responsible for Monitoring: Administration Department Chairs</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All grade level English teachers, whether general education or resource, will utilize the Annual Student, Monitoring Goal Setting cards that denotes STAAR, MAP, and benchmark assessment data and the students personal Reading growth Goal(s).</p> <p>Strategy's Expected Result/Impact: This supports an ongoing dialogue between the student and English teacher about their progress and growth over time</p> <p>Staff Responsible for Monitoring: Administration English Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The English department will provide year long intervention support for students who failed Reading STAAR (6-8), demonstrated deficiencies in writing (7th grade), and who need to demonstrate higher acquisition of reading comprehension (8th grade).</p> <p>Strategy's Expected Result/Impact: English teachers are providing year long supports to their students that meets the needs of grade level goal expectations and that will support growth in Reading and Writing.</p> <p>Staff Responsible for Monitoring: English Teachers English Department</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: ESL department/teachers will utilize Elevation data in correlation with TELPAS and student goal setting plans to foster growth in students</p> <p>Strategy's Expected Result/Impact: ESL students will be able to know what their individual goals are as they focus on exiting ESL and demonstrating growth in reading.</p> <p>Staff Responsible for Monitoring: Administration ESL department chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The special education department will partner with grade level teachers to provide additional supports as needed outside of the classroom that strengthens reading growth.</p> <p>Strategy's Expected Result/Impact: Targeted intervention provided that improves the students reading growth outside of regular classroom strategies used.</p> <p>Staff Responsible for Monitoring: Administration SPED department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	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 2: The percent of Schimelpfenig students that score Meets grade level or above on STAAR Writing 7 will increase from 69% in 2019 to 71% by June 2021. The African American student group performance will increase from 40% in 2019 to 44% in 2021. The Economically Disadvantaged student group will increase from 42% in 2019 to 47% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will consistently complete written drafts where their writing ability will be assessed to write for: a purpose, topic, and audience; using a purposeful structure; developing engaging ideas with relevant details; revising for conventions.</p> <p>Strategy's Expected Result/Impact: Observable and measurable growth in student writing based on the writing standards.</p> <p>Staff Responsible for Monitoring: 7th grade English teachers English Department</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: The percent of Schimelpfenig students that score Meets grade level or above on STAAR Math 6-8 will increase from 87% in 2019 to 88% by June 2021. The Special Education student group performance will increase from 48% in 2019 to 51% in 2021. The Economically Disadvantaged student group performance will increase from 65% in 2019 to 69% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

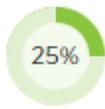
Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use previous STAAR, MAP, and CoGat data to identify students at risk for performing at the Meets grade level standard</p> <p>Strategy's Expected Result/Impact: Be able to provide targeted intervention throughout the year based on assessment data.</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Math department will implement Power Math intervention classes using assessment data and tailor instruction to targeted areas of need for each student.</p> <p>Strategy's Expected Result/Impact: Growth in overall Math application and concept knowledge for students.</p> <p>Staff Responsible for Monitoring: Math Department Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Math department will offer targeted Math tutorials before and after school with tailored instruction targeted to student needs based on assessment data.</p> <p>Strategy's Expected Result/Impact: Student growth on Math assessments and specifically in targeted areas.</p> <p>Staff Responsible for Monitoring: Administration Math Department Chair</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

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 Schimelpfenig students that score Meets grade level or above on STAAR Science 8 will increase from 76% in 2019 to 78% by June 2021. The African American student group performance will increase from 20% in 2019 to 24% in 2021. The Special Education student group performance will increase from 32% in 2019 to 34% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Science department will offer intensive and content targeted tutorials leading up to tests based on analysis of student formal and informal assessment data.</p> <p>Strategy's Expected Result/Impact: Visible student growth on assessments over time and higher accuracy in content knowledge.</p> <p>Staff Responsible for Monitoring: Administration Science Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Science department, beginning in January, will analyzed student assessment data, to design weekly concept checks that reference STAAR test questions.</p> <p>Strategy's Expected Result/Impact: Student growth in Science TEKS concepts and Science STAAR related questions.</p> <p>Staff Responsible for Monitoring: Administration Science Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Science department will offer Spring semester STAAR tutorials targeted to our at-risk populations, identified by MAP and class performance.</p> <p>Strategy's Expected Result/Impact: Student growth and increased accuracy in the targeted Science concept areas.</p> <p>Staff Responsible for Monitoring: Science department Science teachers</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2021.

Performance Objective 1: The percent of Schimelpfenig students that score Meets grade level or above on STAAR Social Studies 8 will increase from 66% in 2019 to 68% by June 2021. The Special Education student group performance will increase from 24% in 2019 to 26% in 2021. The African American student group will increase from 25% in 2019 to 29% in 2021.

Evaluation Data Sources: 2020-21 Social Studies STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The History department will use assessment data to identify student populations in need of interventions and invite students to the History Club for extra STAAR/Social Studies targeted tutorials.</p> <p>Strategy's Expected Result/Impact: Growth during the 9 weeks assessments/classroom activities Growth in STAAR scores</p> <p>Staff Responsible for Monitoring: Administration History Department Chair</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The History department will implement and utilize an individual goal setting process and practicum for all students in 8th grade (benchmark and practice tests).</p> <p>Strategy's Expected Result/Impact: Student growth in targeted Social Studies TEKS and concepts.</p> <p>Staff Responsible for Monitoring: History Department History Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The History department will collaborate across grade levels to emphasize and enhance learning in the areas of Geography, Government, Economics, and Science/Technology as part of Social Studies for overlapping topics across grade levels.</p> <p>Strategy's Expected Result/Impact: Growth in conceptual understanding across content areas that is reflected in student grading during each nine weeks.</p> <p>Staff Responsible for Monitoring: Administration History Department Chair</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2020-21 SBIC

Committee Role	Name	Position
Principal/Admin	Brant Perry	Principal
Administrator	Ari Weinberg	Assistant Principal
Administrator	Latasha Goodwin	Assistant Principal
Community Representative	Dr. Linda Patrick	Community Member
Support Faculty Member	Shealine Burks	Counselor
Faculty Member	Lorre Smith	Sped department
Faculty Member	Anoushe Blatz	ESL department
Faculty Member	Kelly Schumacher	PE/Athletic Department
Faculty Member	Kristin Zhang	Math Department
Faculty Member	Maria Cano	Foreign Language
Faculty Member	Shelby Rose	Math/6th Grade
Parent	Mike Salter	Parent
Parent	Michele Rohleder	Parent
Parent	Marieme Yassini	Parent
Parent	Tasha Thompson	Parent
Parent	Brian Johnston	Parent
Parent	Farida Chandran	Parent
Business Representative	Vacant Vacant	Business Representative
Business Representative	Vacant Vacant	Business Representative
Parent	Colleen Tiller	Parent
District-level Professional	Laura Grundler	District Art Coordinator

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Schimelpfenig

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	46	56	74		88		92	32	48	73	49	79	62	76
2020	48	58	74		88		93	33	50	74	51	79	63	77
2021	50	61	75		89		95	35	53	76	53	80	65	78
2022	53	64	76		90		96	37	57	78	55	81	67	80
2023	57	69	77		91		99	39	62	81	59	82	70	82
2024	62	74	78		92		100	42	68	84	63	83	74	84

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	65	67	88		95		100	48	65	88	80	91	73	87
2020	67	69	88		95		100	49	67	89	81	91	74	88
2021	69	71	89		96		100	51	69	90	82	92	75	88
2022	72	74	89		96		100	53	72	92	84	92	77	89
2023	76	78	90		97		100	55	76	94	86	93	79	91
2024	81	83	91		98		100	58	81	97	89	94	82	92

Schimelpfenig - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 66% in 2019 to 68% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
67% 2019 Baseline: 66%	68%	70%	72%	74%

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	25	38	66	*	83	*	85	24	47	55	46	70	48	66
2020	26	40	66	*	83	*	86	25	49	56	47	70	49	67
2021	29	42	67	*	84	*	87	26	52	58	49	71	51	68
2022	32	46	67	*	84	*	89	28	56	60	52	71	53	70
2023	36	50	68	*	85	*	91	31	61	63	55	72	56	72
2024	41	56	70	*	87	*	94	34	67	66	60	74	59	74
2019-2021	4	4	1	*	1	*	2	2	5	3	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

Schimelpfenig- STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 69% in 2019 to 71% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
70% 2019 Baseline: 69%	71%	73%	75%	77%

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	40	52	61	*	90	*	75	44	42	69	47	75	43	69
2020	41	54	61	*	90	*	76	45	44	70	48	75	44	70
2021	44	56	62	*	91	*	77	46	47	72	50	76	46	71
2022	47	60	62	*	91	*	79	48	51	74	53	76	48	73
2023	51	64	63	*	92	*	81	51	56	77	56	77	51	75
2024	56	70	65	*	94	*	84	54	62	80	61	79	54	77
2019-2021	4	4	1	*	1	*	2	2	5	3	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

Schimelpfenig - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 76% in 2019 to 78% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
77%	78%	79%	80%	81%
2019 Baseline: 76%				

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	20	53	80	*	87	*	92	32	49	82	50	81	52	76
2020	21	54	80	*	87	*	92	33	50	83	51	81	53	77
2021	24	57	80	*	87	*	93	34	53	84	52	81	54	78
2022	27	59	81	*	88	*	94	36	56	86	53	82	56	79
2023	31	63	81	*	88	*	96	39	60	88	55	82	58	80
2024	36	68	82	*	89	*	98	42	65	91	58	83	61	81
2019-2021	4	4	0	*	0	*	1	2	4	2	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

Schimelpfenig - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will maintain 100% in 2019 to June 2021.

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	*	100	100	*	100	*	100	*	100	100	100	100	100	100
2021	#VALUE!	107	101	#VALUE!	102	*	101	#VALUE!	108	109	104	101	109	103
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

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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