

Plano Independent School District

Renner Middle School

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

Plano ISD Mission Statement: Committed to Excellence, Dedicated to Caring, Powered by Learning, Plano ISD Proud

Renner Mission Statement: The mission of Renner Middle School, a shared responsibility of home, school, and community, is to provide an education which nurtures, inspires, and challenges students in their uniqueness, preparing them to be contributing members of society.

Vision

Campus Vision Statement: As a part of our Plano ISD learning community, we will educate, inspire, and empower every student to activate their unique potential in a dynamic world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Renner Middle School is a campus that has grades 6-8 and an enrollment of 1187 students with 51% being male and 49% being female. There are 380 students in the 6th grade, 390 in the 7th grade, and 417 in the 8th grade. The demographic breakdown by ethnicity is: African American (18%), Hispanic (25%), White (32%), Asian (21%), and Two or More Races (4%). The campus has a population of Economically Disadvantaged (30%), English Language Learners (15%), and Special Education (10%).

Campus Programs

The campus has an abundance of programs that include: Peers Assistant Leadership (PALS); Science Fair; Partner's PE; Geography Bee, Math Counts, National Junior Honor Society (NJHS); Math Rocks; Student Council; HOPE Students; Robotics Club

Parent Involvement Opportunities

The campus offers opportunities for parents to be involved. Some of the activities are: Parent Teacher Association (PTA); School-Based Improvement Committee (SBIC); Campus Wellness Team; and Renner MENtors.

Demographics Strengths

Demographic Strengths are duplicated from the 2019-2020 school year as the it ended in an unusual manner due COVID-19.

1. According to the TEA Report Card, the campus Met Standard.
2. There has been an increase in staff members who speak Spanish who can connect with that community.
3. The attendance rate of the campus (96.9%) is higher than the district (96.7%) and state (95.7%).
4. There are many student-created clubs and organizations.
5. There is a strong and active PTA with multiple outreach events throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overall staff race/ethnicity does not match students with only 13% of the staff being part of a minority group compared to 35.8% of students being African American or Hispanic.

Problem Statement 2: Based on the HRS survey, there is a need to have a plan to support those "migrant" ESL students as those numbers have increased and are projected to continue increasing.

Problem Statement 3 (Prioritized): In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations.

Problem Statement 4 (Prioritized): For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations.

Problem Statement 5 (Prioritized): Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district.

Student Learning

Student Learning Summary

Renner 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 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations.

Problem Statement 2: In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations.

Problem Statement 3 (Prioritized): In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations.

Problem Statement 4 (Prioritized): For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations.

Problem Statement 5 (Prioritized): Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district.

School Processes & Programs

School Processes & Programs Summary

The campus master schedule is set up so teachers in the same content/department are able to have their conference periods at the same time. This allows them to meet regularly as a collaborative team to review data, plan for the upcoming lessons, and work with students for remediation. The campus has an advisory period called MUSTang Time. MUSTang Time is a separate class period that falls either 4th or 5th period depending on student grade level. This time allows for teachers to be able to develop relationships with their students in order to support them academically, behaviorally, and emotionally. Tutorials are offered to students before and after school. The campus offers an afternoon bus for those students who do not have transportation home when they finish their afternoon tutorials. Targeted tutorials continue to be a priority for the school this year with additional focus being on how to deliver effective tutorials/remediation in a virtual or hybrid format. Based on campus needs, specific teachers have time built into their schedules where they are able to provide intervention early and often. Vertical teams meet by content area to share strategies that are successful with students from previous years. All collaborative teams have an agenda that is focused on results, based on the four PLC questions and Plano ISD's Collaborative Framework.

School Processes & Programs Strengths

Strengths:

1. There are processes and procedures for intervention within the school day.
2. The campus has incorporated structure and time into the teacher workday so they can focus on data and planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Even with dedicated time available for teachers to meet with their collaborative teams, we are still not effectively meeting all students' needs.

Problem Statement 2: Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district.

Perceptions

Perceptions Summary

Overall School climate

12.31% of teachers and staff felt their team or department's accomplishments have been adequately acknowledged with 24.62% neither disagreeing nor agreeing with this.

9.23% of teachers and staff felt their individual accomplishments had not been adequately celebrated with 30.77% neither disagreeing nor agreeing with this question.

Discipline

The campus has had a large number of discipline referrals.

Safety

74.24% of teachers and staff Agree and Strongly Agree that the school is a safe place.

PTA Feedback, Community Feedback

18.46% of teachers and staff disagree that the school leaders conduct focus group meetings with students, parents, and the community. Parent surveys are regularly sent out in the parent eNews in order to glean feedback on current practices.

Family members are included in campus decisions. The campus PTA board meets regularly.

With the increase of ESL students and Spanish speakers, we must improve community outreach efforts to partner with those parents. Efforts are being made to make sure that campus communication is available in Spanish.

Perceptions Strengths

Strengths:

1. Welcoming office staff who greet everyone who comes in the building.
2. Open door policy to parents and staff members.
3. Parent communication from the teachers and campus, in general (Parent eNews, weekly updates, Remind App).
4. Diverse campus that welcomes everyone.
5. Staff members work hard to connect with their students and support them in and out of their classrooms.
6. Campus has implemented a new discipline referral system that will streamline all discipline.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 19.7% of faculty members Strongly Disagree or Disagree that the school is a safe learning environment.

Problem Statement 2: With the number of English Language Learners and their families continuing to rise, there is a need to increase the campus outreach to meet the needs of that group

Priority Problem Statements

Problem Statement 1: In Math, the Approaches Level Standard for African Americans (69%), Hispanic (78%), Economically Disadvantaged (70%) and current ESL (62%) students was significantly lower than the All Students (88%), White (93%), and Asian (99%) populations.

Root Cause 1:

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: For All Subjects, the Approaches Level Standard for African Americans (70%) and Hispanic (74%) were lower than the All Students (86%), White (93%), and Asian (98%) populations.

Root Cause 2:

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: Of the students who met the Masters performance level on the 5th grade math STAAR, 38% had limited progress on the 6th grade STAAR test compared 28% of the district.

Root Cause 3:

Problem Statement 3 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- Student Success Initiative (SSI) data for Grades 5 and 8
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals









Revised/Approved: September 21, 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 Renner students that score Meets grade level or above on STAAR Reading 6-8 will increase from 66% in 2019 to 68% by June 2021. The SPED student group performance will increase from 30% in 2019 to 33% in 2021. The African American student group performance will increase from 30% in 2019 to 34% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials both in the f2f and virtual formats to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase students meeting their projected growth on MAP</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers' increased understanding of the 4 PLC questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p>	Formative		
	Nov	Feb	June
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Renner students that score Meets grade level or above on STAAR Writing 7 will increase from 62% in 2019 to 64% by June 2021. The SPED student group performance will increase from 27% in 2019 to 29% in 2021. The African American student group will increase from 28% in 2019 to 32% in 2021. The Economically Disadvantaged student group performance will increase from 32% in 2019 to 37% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials in Writing in both the f2f and virtual formats to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase students meeting their projected growth on MAP</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers' increased understanding of the 4 PLC questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p>	Formative		
	Nov	Feb	June
			
 No Progress  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 2019 to 2021.

Performance Objective 1: The percent of Renner students that score Meets grade level or above on STAAR Math 6-8 will increase from 68% in 2019 to 69% by June 2021. The SPED student group performance will increase from 28% in 2019 to 31% in 2021. The African American student group performance will increase from 33% in 2019 to 37% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
Strategy 1: Targeted tutorials in Math in both the f2f and virtual formats to increase student learning performance Strategy's Expected Result/Impact: To increase student's math scores on MAP and common formative assessments Staff Responsible for Monitoring: Academic Specialist, Math Department Head, 6th Grade Math Team Lead, 7th Grade Math Team Lead, 8th Grade Math Team Lead	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative Teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards Strategy's Expected Result/Impact: Evidence of teachers increased understanding of the 4 PLC questions and using them Staff Responsible for Monitoring: Academic Specialist, Math Department Head, 6th Grade Math Team Lead, 7th Grade Math Team Lead, 8th Grade Math Team Lead	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 Renner students that score Meets grade level or above on STAAR Science 8 will increase from 64% in 2019 to 66% by June 2021. The SPED student group performance will increase from 25% in 2019 to 27% in 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 35% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials in Science in both the f2f and virtual formats to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase student's science scores on MAP and common formative assessments</p> <p>Staff Responsible for Monitoring: Academic Specialist, Science Department Head, 6th Grade Science Team Lead, 7th Grade Science Team Lead, 8th Grade Science Team Lead</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers increased understanding of the 4 questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, Science Department Head, 6th Grade Science Team Lead, 7th Grade Science Team Lead, 8th Grade Science Team Lead</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 Renner students that score Meets grade level or above on STAAR Social Studies 8 will increase from 52% in 2019 to 54% by June 2021. The Economically Disadvantaged student group performance will increase from 20% in 2019 to 25% in 2021. The African American student group will increase from 20% in 2019 to 24% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials in Social Studies using the f2f and virtual formats to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase student's Social Studies scores on MAP and common formative assessments</p> <p>Staff Responsible for Monitoring: Academic Specialist, Social Studies Department Head, 6th Grade Social Studies Team Lead, 7th Grade Social Studies Team Lead, 8th Grade Social Studies Team Lead</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative Teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers increased understanding of the 4 PLC questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, Social Studies Department Head, 6th Grade Social Studies Team Lead, 7th Grade Social Studies Team Lead, 8th Grade Social Studies Team Lead</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Jill Engelking	Principal
Administrator	Rayna Matthews-Whetstone	Assistant Principal
Administrator	Travis Ragsdale	Assistant Principal
Classroom Teacher	Chris Koons	Teacher
Classroom Teacher	Daniel Anaya	Teacher
Parent	Ericka Williams-Johnson	Parent
Classroom Teacher	Heather Eck	Teacher
Paraprofessional	Rhonda Snyder	Paraprofessional
Business Representative	Charles Smith	Business Representative
Parent	Karla Gage	Parent
Community Representative	Kristin Glasscock	Community Representative
Classroom Teacher	Dionne Hudson	Teacher
Business Representative	Aqua Umoren	Business Representative
Classroom Teacher	Tammy Harbin	Teacher
Classroom Teacher	Anna Hensley	Teacher
Classroom Teacher	Karen Bradshaw	Teacher
Classroom Teacher	Athulya Bright	Teacher
Classroom Teacher	Mathew Duckworth	Teacher
Parent	Kisha Mize	Parent
Community Representative	Alison Henochowicz	Community Representative
Parent	Stella Heidman	Parent
Parent	Alison Gryzb	Parent
Parent	Rosolayn Johnson	Parent
Parent	Karen Richards	Parent
District-level Professional	Sarah (Becky) Jackson	District-level Professional
Business Representative	Chrystyle Jones	Business Representative
Classroom Teacher	Susan Stern	Teacher

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Renner

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	30	49	76		89		73	30	33	61	40	72	50	66
2020	32	51	76		89		74	31	35	62	42	72	51	67
2021	34	54	77		90		76	33	38	64	44	73	53	68
2022	37	57	78		91		77	35	42	66	46	74	55	70
2023	41	62	79		92		80	37	47	69	50	75	58	72
2024	46	67	80		93		83	40	53	72	54	76	62	74

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	33	49	78		95		71	28	35	75	51	74	55	68
2020	35	51	78		95		72	29	37	76	52	74	56	69
2021	37	53	79		96		73	31	39	77	53	75	57	69
2022	40	56	79		96		74	33	42	79	55	75	59	70
2023	44	60	80		97		75	35	46	81	57	76	61	72
2024	49	65	81		98		77	38	51	84	60	77	64	73

Renner - 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 52% in 2019 to 54% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
53% 2019 Baseline: 52%	54%	56%	58%	60%

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	32	62	*	77	*	50	28	20	31	31	57	40	52
2020	21	34	62	*	77	*	51	29	22	32	32	57	41	53
2021	24	36	63	*	78	*	52	30	25	34	34	58	43	54
2022	27	40	63	*	78	*	54	32	29	36	37	58	45	56
2023	31	44	64	*	79	*	56	35	34	39	40	59	48	58
2024	36	50	66	*	81	*	59	38	40	42	45	61	51	60
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

Renner - 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 62% in 2019 to 64% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
63% 2019 Baseline: 62%	64%	66%	68%	70%

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	28	43	68	*	90	*	60	27	32	67	44	68	46	62
2020	29	45	68	*	90	*	61	28	34	68	45	68	47	63
2021	32	47	69	*	91	*	62	29	37	70	47	69	49	64
2022	35	51	69	*	91	*	64	31	41	72	50	69	51	66
2023	39	55	70	*	92	*	66	34	46	75	53	70	54	68
2024	44	61	72	*	94	*	69	37	52	78	58	72	57	70
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

Renner - 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 64% in 2019 to 66% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
65% 2019 Baseline: 64%	66%	67%	68%	69%

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	33	47	76	*	88	*	44	25	31	62	53	71	47	64
2020	34	48	76	*	88	*	44	26	32	63	54	71	48	65
2021	37	51	76	*	88	*	45	27	35	64	55	71	49	66
2022	40	53	77	*	89	*	46	29	38	66	56	72	51	67
2023	44	57	77	*	89	*	48	32	42	68	58	72	53	68
2024	49	62	78	*	90	*	50	35	47	71	61	73	56	69
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

Renner - 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 increase from 99% in 2019 to 100% by 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	99	*	100	*	100	*	92	*	100	100	97	99
2021	108	107	100	*	102	*	101	*	100	*	104	101	106	102
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 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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