Plano Independent School District

Memorial Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

Mission Statement

Memorial Elementary will empower students to become successful, global, lifelong learners in a supportive, safe, and culturally responsive environment.

Vision

Memorial Elementary will model grit, growth mindset, caring, collaboration, excellence in learning, and hope.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 7
- School Processes & Programs 8
- Perceptions 17

Priority Problem Statements 21

Comprehensive Needs Assessment Data Documentation 22

Goals 24
- 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. 25
- 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. 30
- 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. 34

2020-21 SBIC 36

Addendums 37

Comprehensive Needs Assessment

Revised/Approved: September 23, 2020

Demographics

Demographics Summary

Memorial CNA Demographic CNA

Whole staff activity

List the strengths you see in our demographic data:

Other Group: Overall, our attendance rate is in line with the District

Attendance for Hispanic students and economically disadvantages are higher than district and state averages.

- Smaller Class sizes :)

- Small dropout rate as a district

-Enrollment

Stable enrollment

By and large, all of our demographic groups are showing up regularly to school. Attendance does not seem to be a concern for our school.

Attendance is comparable/ higher than the district average.

Student/ teacher ratio for monolingual is good in 4th

Not a lot of mobility

Every demographic has high attendance rates.

Not a lot of mobility and there is growth across the school .

small class sizes, stable enrollment

Our total loss of students each year is minimal.

List the needs you see from looking at or demographic data. Please highlight what your team determines as the priority:

Other Group: We need to work on PK and Kinder attendance (Parent Education - school is important and there are attendance guidelines)

Fifth grade attendance and tardies.

- Attendance - lots of absences in kindergarten and pre-K (Low grade level attendance)

* Newcomers

Attendance

We see a need to bridge both the behavioral and academic gaps between what happens at home and what is expected at school. We also see a language barrier to be overcome with parent teacher communication.

Student/ teacher ratio in 4th bilingual and other grade levels is higher than we would like

Kindergarten attendance (maybe because its not required)

Parent education about the importance of kids being here

Attendance

Parents of younger students need to be communicated the importance of attendance .

improving attendance especially in kinder, parent education about importance of missed instruction

Attendance seems to be a problem. What is the highest category of excuse for absences? It may be beneficial to create incentives for students to prefer coming to school.

Transportation services for students within the 2 mile radius. Transportation may also impact students attendance.

Demographics Strengths

List the strengths you see in our demographic data:

Other Group: Overall, our attendance rate is in line with the District

Attendance for Hispanic students and economically disadvantages are higher than district and state averages.

- Smaller Class sizes :)

- Small dropout rate as a district

-Enrollment

Stable enrollment

By and large, all of our demographic groups are showing up regularly to school. Attendance does not seem to be a concern for our school.

Attendance is comparable/ higher than the district average.

Student/ teacher ratio for monolingual is good in 4th

Not a lot of mobility

Every demographic has high attendance rates.

Not a lot of mobility and there is growth across the school .

small class sizes, stable enrollment

Our total loss of students each year is minimal.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Problem Statement 2 (Prioritized): The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Problem Statement 3 (Prioritized): There is a gap between the All student group Meets performance level on STAAR Reading (40%) and the Special Education (9%) and Economically Disadvantaged (31%) student groups.

Problem Statement 4 (Prioritized): There is a gap between the All student group Meets performance level on STAAR Math (40%) and the Special Education (11%) and Economically Disadvantaged (33%) student groups.

Problem Statement 5 (Prioritized): There is a gap between the All student group Meets performance level on STAAR Writing (33%) and the Special Education (10%) and Economically Disadvantaged (24%) student groups.

Problem Statement 6 (Prioritized): There is a gap between the All student group Meets performance level on STAAR Science (30%) and the English Learners (17%) and Economically Disadvantaged (27%) student groups.

Student Learning

Student Learning Summary

Memorial 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Problem Statement 2 (Prioritized): The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

School Processes & Programs

School Processes & Programs Summary

Memorial Campus Needs Assessment

Collaborative Team Framework

(5-29-19)

Question #1 - What do we want students to learn?

Evidence	Tighten Up	New Learning
1st Grade: Learning targets posted	Instructional Continuum	Edugence (running reports, Class by RIT, Learning Continuum, etc.)
Big Picture Calendar	Posting learning targets and referring back to them throughout the day	
Instructional Reading Level and what is needed to move on to next level	7 Steps to a Language Rich Environment (Strategies for Learning)	
Lesson Plans (evidence of prioritized TEKS, analyze verbs in TEKS)		
Kinder: Big Picture Plan (essential TEKS)	Better ways to teach and track sight words and reading levels	Lead4ward Resources (Field Guides)
Grade Level Posters	Interpreting Data	Interpreting Data
Data Posters - Essential TEKS identified	MAP - Resources to help students improve skills	
Rubric to identify what students need to learn by the end		
Assessment Schedule		

Evidence	Tighten Up	New Learning
Created uniform expectations between grade levels		
Learning Targets		
Team members come to Planning prepared with materials		
Created a master document that controls the whole unit (Modified Scope and Sequence)		
Understanding the ELPS & creating language objectives		

Question #1 - What do we want students to learn?

2nd Grade: Common Assessments

Unit Plans (big picture calendar allotting the amount of time the skill requires)

Analyze TEKS & Identify Focus TEKS

Analyze the Vertical Alignment

Analyze Historical Data & Assessment Data (PreAssessments, Previous Assessments)

Review Field Guides (understand nouns and verbs), Student Common Mistakes

Determine what mastery looks like based on TEKS (using "Green Sheet") - Exemplars posted in hallways and classrooms

Student progress documented BOY to EOY

Design/designate a specific time to address what instruction will look like (strategies to address student needs)

Evidence	Tighten Up	New Learning
3rd Grade: Review historical data to determine gaps	Customizing for PACE students (differentiating lessons for various student learners)	
Learning Targets	Looking at Class by RIT to differentiate and get growth on ALL children	
Analyze Lead4ward release information		
Review Class by RIT		
4th Grade: Big Pictures for each Unit		New TEKS
Historical data to determine needs		
Scope & Sequence Change		
Monolingual & Bilingual input		
TEKS/Assessment provide feedback (comes to weekly planning)		
Extended Planning Protocol		
Lead4ward to determine frequently tested TEKS		
Adjusted weekly planning based on assessments		
Discussions about what mastery looks like		

Question #1 - What do we want students to learn?

5th Grade: "Green Form" - TEKS Analysis	Identifying essential TEKS to work on for the year & monitoring	Analyze TEKS to identify the 1-2 essential TEKS for the year
Review vertical alignment	Collaborative Common Assessments (common grading practices)	Leveled Questions Training
Review verbs and nouns within grade level TEKS	Enrichment Planning - how to push students farther	Extended Learning
Learning Targets	Referring back to learning targets throughout the day (what does it look and sound like)	Student ownership of learning targets
Identify TEKS tested more frequently on STAAR	Plan for enrichment	
What mastery looks like (end goal)	Learning Targets	
Student ownership of learning targets		
Class by RIT		
Rubric Development		
Review historical data		
Developed a writing rubric to be used across content areas		

Question #2 - How will we know students are learning?

Evidence	Tighten Up	New Learning
1st Grade: Creating Grade Level Common Assessments	Assessment Plan (Pre-Assessments, Specified Dates to Analyze Data, etc.)	Create Exemplars
Analysis of Common Assessments		
Creating Rubrics for Common Assessments		
Set Goal - Assessed - Analyzed Data		
Kinder: Common Assessments in a prescribed timeframe (dates to assess and dates to interpret and plan interventions)	Refer back to TEKS during lesson	Tools within Envision especially for assessment
Students can verbalize why they're learning content		More training in TELPAS
Selected/use same formative assessments		
Data posters documenting measurable growth	Create a grade level tracking system; store and use it more efficiently	
Using the data system for interventions		
Entering specific goals for RtI (tracking)		

Question #2 - How will we know students are learning?

Used AMC sporadically	Use AMC data and activities for intervention	
Evidence	**Tighten Up**	**New Learning**
2nd Grade:	Inputing data in system in a timely manner so we can determine how to reassess	
Use an assessment calendar for common assessments	Timely Feedback	
Analyze results	Progress Monitoring (RTI, Edugence, identifying Tier 2 students)	
Data System to provide relevant and timely feedback		
Informal assessments : weekly quick checks; varied assessments (Google Slides, parking lot, multiple choice, data folders)		
3rd Grade: Entering data in Edugence	Common Assessments based on skills	Creating assessments in Edugence
Created pre-assessments (open-ended vs. multiple choice to see student thinking)	Reflecting on common assessments	Common practices around exemplars
	Frequent IRIs for students & data analysis	
	Students tracking progress	
Evidence	**Tighten Up**	**New Learning**
	Creating models to be displayed for students - Exemplars	Find new resources for exemplars
4th Grade: Articulating in advance expectations	Questions in Edugence didn't always align with STAAR	Student Recognition
Individual & Group Analysis of Assessments	Using manipulatives more with students	
NumberTalks (student conversations - reluctant speakers became less reluctant to share ideas)	Edugence Assessments (Genuine, Authentic Formative Assessments)	
Students utilizing writing strategies (rough draft, editing & final draft)	Data Posters in Common Areas - include students in creating exemplars & giving them voice	
Edugence	Clearly articulate target in advance - Model, guided practice, independent, gradual release	
Created open ended assessments	Multiple Assessment Types	
Use Strategies - change questions to open ended	Number Talks	
Data Analysis plan sharing strategies being implemented	Gallery walks between grade levels	
Find distrators - help students identify and break apart		

Question #2 - How will we know students are learning?

Evidence	Tighten Up	New Learning
5th Grade: Incorporating writing rubric to be used across content areas	Common Grading Practices and Expectations (assignments are graded the same across the grade level)	Student ownership of learning targets (charting their own data)
	Assessment Planning Schedule (Quick Checks & Common Assessments)	Exemplars
	Using assessments in a different way	

Question 3 - How will we respond when students do not learn?

Question 4 - How will we enrich and extend students who are proficient?

Evidence	Tighten Up	New Learning
1st Grade: Flexible Grouping of Students (based on data)		Math Intervention Strategies
Research based instructional methods (i.e. - Touchphonics, TPRI Intervention, Esperanza)		AMC Training
Lesson plans written by level & by skill		Components of Math Block & Instruction
Lesson plans and materials organized, prepared and ready		
Targeted small groups		
Leveled Stations		
Enrich & Extend: IRI Data	Enrich & Extend: More consistent integration of additional tools and resources in Math	Enrich & Extend: Research and integrated additional tools and resources in Math
Kinder: Interventions		
Flexible Grouping (based on Edugence)		

Evidence	Tighten Up	New Learning
Targeted station work matching student needs		
2nd Grade:		
3rd Grade: Intervention Groups - Flexible Grouping	After reteaching a concept, recycle back to the content to be sure student understood	

Question 3 - How will we respond when students do not learn?

Question 4 - How will we enrich and extend students who are proficient?

Before & Afterschool Tutorials - additional support

Analyzed MAP Data (moving bottom 4 students to the next level)

4th Grade: Intervention Groups

Analyze MAP Growth Data

5th Grade:

Question #5 - How will we increase our instructional competence?

Evidence	Tighten Up	New Learning
1st Grade:		
Kinder:		
2nd Grade:		
3rd Grade:	Team Reflection Time	
4th Grade:		
5th Grade:		

Processes and Programs Campus Needs Assessment

What are our procedures, methods and practices?

Processes and Programs collectively describes the teaching, learning, resources, technology, processes, structures, decision-making, and overall leadership available to the organization.

Date: 5/6/19

Team Members: F. Mays, T. Young, M. Sucre, L. Sifonte, I. Curtis, S. Gonzalez, C. Sanchez, K. Hill, C. Pine, B. Gilbert

Directions: Using the questions and data listed below, please discuss and record “Summary of strengths” and “Summary of Needs.” Save the document to the “Memorial CNA 2019-2020” folder in Google.

Data Sources

Marzano HRS Level 1.3, 1.4 (will reflect on in teams), 1.5, 1.7 and 1.8

Master Schedule, Intervention Schedule (Intervention staff, ESL, Dyslexia, SEL, Guidance)

Questions to consider

1. What does the data reflect about classes, schedules, and student/staff teams?

2. What school conditions exist for learning including protecting instructional time?

- Master schedule (Intervention and support)
- Planning periods
- Tutorings
- Extended planning
- Other

3. How does the master schedule support Tier I instruction?

4. Consider effectiveness of current master schedule to support quality of learning time and providing enrichment and acceleration.

How do teachers have a voice in decision making and school policies?

5. What systems are in place to build capacity and support the notion of continuous improvement?

6. How are we using data to determine professional development for staff? What types of professional development has staff attended?

7. How is implementation monitored? What impact has it had on performance? What is the follow-up?

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

9. How do teachers have a voice in decision making and school policies?

10. In what ways are teacher acknowledged for their contributions?

11.. What is the technology proficiency for staff and students? What types of technology professional development have we provided? What was the impact for staff and students?

Summary of Strengths:

- Extended planning is effective.
- Weekly planning is focused, purposeful, and intentional.
- Third grade tutoring is flexible and effective based on MAP data.

Summary of Needs (Prioritize):

- Consider when students are receiving Tier I instruction and leave for speech, intervention, etc.
- Consider if resource could occur during intervention time. Staggered intervention where pullouts occur at this time.
- Consider morning meetings where Monday through Thursday is class meetings where teacher guides and supports class with the intention of morning meeting and develop more connections in the class meeting. Friday could be a schoolwide morning meeting to bring the school together with the activities done in the classroom throughout the week. This will provide a schedule that can keep SEL strong in the classroom and Tier I instruction that has not been met with fidelity.

School Processes & Programs Strengths

Summary of Strengths:

- Extended planning is effective.
- Weekly planning is focused, purposeful, and intentional.

- Third grade tutoring is flexible and effective based on MAP data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Problem Statement 2 (Prioritized): The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Perceptions

Perceptions Summary

Perceptions Campus Needs Assessment

How well do we do business?

Perceptions-refers to the organization's values, beliefs, transitions, and customs, which shape the personality and climate of the organization. It determines how parents, community, staff and student feel about the school and affects how people interact within the system.

Date: May 6, 2019

Team Members: Jennifer Erp, Emma Correa, Deanna Murray, Kelly Polito, Daisy Claire, Anna Britt, Linda Millen, Deanna Bane, Joyce Spisak, Mary Hardin

Directions: Using the questions and data listed below, please discuss and record "Summary of Strengths" and "Summary of Needs." Save the document to the "Memorial CNA 2019-2020" folder in Google.

Data Sources

Marzano HRS Level 1 Questions - 1.1,1.2,1.6

Questions to consider

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? (List all parent involvement activities and categorize by focus - learning or other)
2. How are families and the community members involved in school decisions? How do family members provide feedback and input to the campus?
3. What types of services are available to support families, community members, and students to encourage healthy family relationships?
4. How do we celebrate students and staff success?

5. If families speak languages other than English, what are these languages? How does the school communicate in those languages?
6. How do students and staff describe school climate including: attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?
7. How do students and staff describe school environment regarding safety and orderliness?

Summary of Strengths:

We have emergency drills

Community police patrols

Multiple crossing guards

Staff supervision during arrival and dismissal

Visible staff

Students exit building in an orderly fashion

Organized dismissal process

Use of radios to manage student movement

Doors locked inside and outside of building

Security badges worn by staff

Parents/community members invited to SBIC

PTA input and involvement welcomed

Parent volunteers recruited and welcomed

Parents welcome to have lunch with students

Parents invited to multiple school events during the school day and evening events (multicultural festival, citizenship assemblies, parent academies, parenting classes, sewing classes, open house, student goal setting meetings, etc.)

Community groups contributing to school with physical upgrades and student activities/enhancements)

Reading buddies

Bowman PALS

Summary of Needs (Prioritize):

More parental and staff involvement in PTA

Better communication between PTA and school staff/admin

Ways to gather data for student feelings on school safety

Common practices and procedures for student physical conflicts

Intentional training on PISD See Something/Say Something app for students

Common language and procedures for schoolwide student management

Perceptions Strengths

Summary of Strengths:

We have emergency drills

Community police patrols

Multiple crossing guards

Staff supervision during arrival and dismissal

Visible staff

Students exit building in an orderly fashion

Organized dismissal process

Use of radios to manage student movement

Doors locked inside and outside of building

Security badges worn by staff

Parents/community members invited to SBIC

PTA input and involvement welcomed

Parent volunteers recruited and welcomed

Parents welcome to have lunch with students

Parents invited to multiple school events during the school day and evening events (multicultural festival, citizenship assemblies, parent academies, parenting classes, sewing classes, open house, student goal setting meetings, etc.)

Community groups contributing to school with physical upgrades and student activities/enhancements)

Reading buddies

Bowman PALS

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 30% of Bilingual and Monolingual students in K-2 are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Problem Statement 2 (Prioritized): The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%). **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Priority Problem Statements

Problem Statement 1: 30% of Bilingual and Monolingual students in K-2 are not reading on grade level.

Root Cause 1: A systematic approach to effective reading groups and English language development is needed.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in all subjects is 38%. Gaps exist between the performance of At-Risk students (30%) compared to campus non At-Risk students (62%).

Root Cause 2: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

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

Problem Statement 3: There is a gap between the All student group Meets performance level on STAAR Reading (40%) and the Special Education (9%) and Economically Disadvantaged (31%) student groups.

Root Cause 3:

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a gap between the All student group Meets performance level on STAAR Math (40%) and the Special Education (11%) and Economically Disadvantaged (33%) student groups.

Root Cause 4:

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a gap between the All student group Meets performance level on STAAR Writing (33%) and the Special Education (10%) and Economically Disadvantaged (24%) student groups.

Root Cause 5:

Problem Statement 5 Areas: Demographics

Problem Statement 6: There is a gap between the All student group Meets performance level on STAAR Science (30%) and the English Learners (17%) and Economically Disadvantaged (27%) student groups.

Root Cause 6:

Problem Statement 6 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

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: September 23, 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: HB3 - The percent of Memorial 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% in 2019 to 47% by June 2021. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 38% in 2021. The English Learner student group performance will increase from 33% in 2019 to 37% in 2021.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide ongoing professional learning and collaborative planning and support in Balanced Literacy to increase teacher effectiveness in Tier 1 instruction. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy. **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Teacher Extra Duty Pay - 211 Title I, Part A - $3,081	35%	60%	90%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use of common formative assessment results in collaborative teams to monitor student progress and to adjust instruction in literacy. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	90%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide ongoing professional learning and support in language development and acquisition. **Strategy's Expected Result/Impact:** -Increase teacher use of effective language strategies instruction. -Increase proficiency levels specifically in listening and speaking for all students. **Staff Responsible for Monitoring:** Campus Instructional Coaches, Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Flocabulary, Vocabulary Program - 211 Title I, Part A - $2,000	35%	65%	80%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Host parent engagement opportunities so that parents can support literacy at home. **Strategy's Expected Result/Impact:** -Staff will share literacy strategies with parents at Morning Cafes and educational meetings. -Students and parents will participate in goal setting conferences throughout the year. **Staff Responsible for Monitoring:** Counselors, Social Worker, Teachers, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Materials for parents and students to use at home. - 211 Title I, Part A - $810	30%	60%	90%

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 and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Memorial students that score Meets grade level or above on STAAR Reading 3-5 will increase from 40% in 2019 to 42% by June 2021. The Special Education student group performance will increase from 9% in 2019 to 12% in 2021. The English Learner student group performance will increase from 28% in 2019 to 32% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide ongoing professional learning and collaborative planning and support in Balanced Literacy to increase teacher effectiveness in Tier 1 instruction. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy. **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use of common formative assessment results in collaborative teams to monitor student progress and to adjust instruction in literacy. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	85%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide ongoing professional learning and support in language development and acquisition. **Strategy's Expected Result/Impact:** -Increase teacher use of effective language strategies instruction. -Increase proficiency levels specifically in listening and speaking for all students. **Staff Responsible for Monitoring:** Campus Instructional Coaches, Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	85%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Host parent engagement opportunities so that parents can support literacy at home. **Strategy's Expected Result/Impact:** -Staff will share literacy strategies with parents at Morning Cafes and educational meetings. -Students and parents will participate in goal setting conferences throughout the year. **Staff Responsible for Monitoring:** Counselors, Social Worker, Teachers, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: The percent of Memorial students that score Meets grade level or above on STAAR Writing 4 will increase from 33% in 2019 to 35% by June 2021. The English Learner student group performance will increase from 12% in 2019 to 15% in 2021. The Economic Disadvantaged student group performance will increase from 24% in 2019 to 29% in 2021.

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide ongoing professional learning and collaborative planning and support in Balanced Literacy to increase teacher effectiveness in Tier 1 instruction. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy. **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use of common formative assessment results in collaborative teams to monitor student progress and to adjust instruction in literacy. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	80%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide ongoing professional learning and support in language development and acquisition. **Strategy's Expected Result/Impact:** -Increase teacher use of effective language strategies instruction. -Increase proficiency levels specifically in listening and speaking for all students. **Staff Responsible for Monitoring:** Campus Instructional Coaches, Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	80%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Host parent engagement opportunities so that parents can support literacy at home. **Strategy's Expected Result/Impact:** -Staff will share literacy strategies with parents at Morning Cafes and educational meetings. -Students and parents will participate in goal setting conferences throughout the year. **Staff Responsible for Monitoring:** Counselors, Social Worker, Teachers, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

 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: HB3 - The percent of Memorial 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% in 2019 to 43% by June 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 35% in 2021. The Hispanic student group performance will increase from 31% in 2019 to 35% in 2021.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide ongoing professional learning and collaborative planning and support in math to increase teacher effectiveness in Tier 1 instruction. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math. **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	90%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use of common formative assessment results in collaborative teams to monitor student progress and to adjust instruction in math. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	85%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide ongoing professional learning and support in language development and acquisition. **Strategy's Expected Result/Impact:** -Increase teacher use of effective language strategies instruction. -Increase proficiency levels specifically in listening and speaking for all students. **Staff Responsible for Monitoring:** Campus Instructional Coaches, Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Host parent engagement opportunities so that parents can support math at home. **Strategy's Expected Result/Impact:** -Staff will share math strategies with parents at Morning Cafes and educational meetings. -Students and parents will participate in goal setting conferences throughout the year. **Staff Responsible for Monitoring:** Counselors, Social Worker, Teachers, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

 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 2: The percent of Memorial students that score Meets grade level or above on STAAR Math 3-5 will increase from 40% in 2019 to 41% by June 2021. The Special Education student group performance will increase from 11% in 2019 to 14% in 2021. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 37% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide ongoing professional learning and collaborative planning and support in math to increase teacher effectiveness in Tier 1 instruction. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math. **Staff Responsible for Monitoring:** Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use of common formative assessment results in collaborative teams to monitor student progress and to adjust instruction in math. **Strategy's Expected Result/Impact:** -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math. **Staff Responsible for Monitoring:** Instructional Specialists, Assistant Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	85%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Provide ongoing professional learning and support in language development and acquisition. **Strategy's Expected Result/Impact:** -Increase teacher use of effective language strategies instruction. -Increase proficiency levels specifically in listening and speaking for all students. **Staff Responsible for Monitoring:** Campus Instructional Coaches, Assistant Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	35%	60%	85%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Host parent engagement opportunities so that parents can support math at home. **Strategy's Expected Result/Impact:** -Staff will share math strategies with parents at Morning Cafes and educational meetings. -Students and parents will participate in goal setting conferences throughout the year. **Staff Responsible for Monitoring:** Counselors, Social Worker, Teachers, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**	0%	0%	25%

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 Memorial students that score Meets grade level or above on STAAR Science 5 will increase from 30% in 2019 to 32% by June 2021. The English Learner student group performance will increase from 24% in 2019 to 26% in 2021. The Economically Disadvantaged student group performance will increase from 27% in 2019 to 31% in 2021.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ongoing professional learning and collaborative planning and support in Science to increase teacher effectiveness in Tier 1 instruction.	Formative		
Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in science with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Science. -Increase teacher use of effective practices in science.	Nov	Feb	June
Staff Responsible for Monitoring: Assistant Principal	35%	60%	95%
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use of common formative assessment results in collaborative teams to monitor student progress and to adjust instruction in science.	Formative		
Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in science with multiple data points. -Increase student performance as evidenced on MOY and EOY MAP Science. -Increase teacher use of effective practices in science.	Nov	Feb	June
Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal	35%	60%	90%
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide ongoing professional learning and support in language development and acquisition.	Formative		
Strategy's Expected Result/Impact: -Increase teacher use of effective language strategies instruction. -Increase proficiency levels specifically in listening and speaking for all students.	Nov	Feb	June
Staff Responsible for Monitoring: Campus Instructional Coaches, Assistant Principals	35%	45%	90%
Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Host parent engagement opportunities so that parents can support science at home. **Strategy's Expected Result/Impact:** -Staff will share science strategies with parents at Morning Cafes and educational meetings. -Students and parents will participate in goal setting conferences throughout the year. **Staff Responsible for Monitoring:** Counselors, Social Worker, Teachers, Campus Instructional Coaches **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy**			

 No Progress Accomplished Continue/Modify Discontinue

2020-21 SBIC

Committee Role	Name	Position
Administrator	Fannysteen Mays	Assistant Principal
Administrator	Jeanette Aguirre	Assistant Principal
Administrator	Mary Hardin	Principal
Parent	Kristen Suprobo	Parent
Parent - Selected by Administrator	Ann Romagnolo	Parent
Community Representative	Linda Welch	Community Representative
Faculty Member - Special Education	Jami Scott	SpEd Team Co-Lead
Faculty Member	Deanna Bane	Classroom Teacher
Business Representative	Darice Bolden	Business Representative
Faculty Member	Jennifer Erp	Counselor
Classroom Teacher	Jennifer Thompson-Guinyard	Classroom Teacher
Faculty Member	Anna Britt	Specialist
Faculty Member	Shirley Perez-Velazquez	Classroom Teacher
Faculty Member	Dayle Thornal	Non-Classroom Professional
Faculty Member	Mayra Trejo	Specialist
District-level Professional	Roxanne Burchfiel	Specialist
Parent	Ofelia Ramirez	Parent
Parent - Selected by PTA	Karla Arredondo	Parent
Business Representative	Mary Alice Garza	Business Representative
Parent	Tracy Call	Parent
Community Representative	Virginia Panter	Community Representative
Parent	Janae Potts	Parent
District-level Professional	Jennifer Wells	Assistant Principal - Meadows Elem.

Addendums

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

Memorial

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		48	13					13	51		42	57	10	67
2019		35	85					8	33		33	44	50	45
2020		37	85					9	35		35	44	51	46
2021		40	86					11	38		37	45	53	47
2022		43	87					13	42		39	46	55	49
2023		48	88					15	47		43	47	58	51
2024		53	89					18	53		47	48	62	53

District Goals for Grade 3 STAAR

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

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

Memorial

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		48	13					13	51		42	57	10	67
2019		31	77					8	31		36	40	50	42
2020		33	77					9	33		37	40	51	43
2021		35	78					11	35		38	41	52	43
2022		38	78					13	38		40	41	54	44
2023		42	79					15	42		42	42	56	46
2024		47	80					18	47		45	43	59	47

District Goals for Grade 3 STAAR

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	38	32	78					9	31	14	28	40	38	40
2020	40	34	78					10	33	15	30	40	39	41
2021	42	37	79					12	36	17	32	41	41	42
2022	45	40	80					14	40	19	34	42	43	44
2023	49	45	81					16	45	22	38	43	46	46
2024	54	50	82					19	51	26	42	44	50	48

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	38	34	63					11	33	14	33	38	47	40
2020	40	36	63					12	35	15	34	38	48	41
2021	42	38	64					14	37	16	35	39	49	41
2022	45	41	64					16	40	18	37	39	51	42
2023	49	45	65					18	44	20	39	40	53	44
2024	54	50	66					21	49	23	42	41	56	45

Memorial Performance Objective - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 33% in 2019 to 35% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
34% 2019 Baseline: 33%	35%	37%	39%	41%

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	*	24	70	*	*	*	*	10	24	*	12	32	40	33
2020	*	26	70	*	*	*	*	11	26	*	13	32	41	34
2021	*	28	71	*	*	*	*	12	29	*	15	33	43	35
2022	*	32	71	*	*	*	*	14	33	*	18	33	45	37
2023	*	36	72	*	*	*	*	17	38	*	21	34	48	39
2024	*	42	74	*	*	*	*	20	44	*	26	36	51	41
2019-2021	*	4	1	*	*	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Memorial Performance Objective - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 30% in 2019 to 32% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
31% 2019 Baseline: 30%	32%	33%	34%	35%

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	36	26	56	*	*	*	*	17	27	*	24	30	31	30
2020	37	27	56	*	*	*	*	18	28	*	25	30	32	31
2021	40	30	56	*	*	*	*	19	31	*	26	30	33	32
2022	43	32	57	*	*	*	*	21	34	*	27	31	35	33
2023	47	36	57	*	*	*	*	24	38	*	29	31	37	34
2024	52	41	58	*	*	*	*	27	43	*	32	32	40	35
2019-2021	4	4	0	*	*	*	*	2	4	*	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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 ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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.

	using pedometers and heart rate monitors. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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		

	community informed. Funding source: State and Local ● 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		