

Plano Independent School District

Dooley Elementary

2020-2021



Board Approval Date: October 20, 2020

Mission Statement

Dooley Elementary provides an excellent education for each student.

Vision

Create a supportive environment where students are committed to excellence, dedicated to caring, powered by learning, and always Plano Proud.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Team reviewed RtI/student interventions, 18-19 enrollment, attendance and discipline summaries, 2018 accountability school report card, TEA's Accountability Summary Report, TAPR, and federal report card.

Discussion points:

Looking at specific subgroups' academic performance compared to campus and district (ESL, Special Education, Economically Disadvantaged, Asian, and African American).

Discussing the value of knowing students, and supporting social, emotional, and academic growth through supports.

Demographics Strengths

Campus Monitor 1 population performs comparably or better than the district on STAAR (looking at last year's 5th graders). Campus ESL program has prepared our students for exit.

Campus economically disadvantaged population does better in Math than the other special groups.

Campus received two distinctions: one for closing the achievement gap and one for academic growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for social-emotional support for at-risk groups to help them maximize their learning. This may including background knowledge in/for disadvantaged groups.

Problem Statement 2: The special education population underperforms on STAAR when compared to other subgroups.

Problem Statement 3: Non-continuous student enrollment achievement is below the state's expectation for accountability.

Student Learning

Student Learning Summary

Dooley Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: ***/***/30% - District: ***/***/36% 4th Writing: *** / 42 / 12% - District: *** / 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% / 30% **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 2 (Prioritized): The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: *** 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: *** **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 3 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (52%) and the Special Education (23%) and Economically Disadvantaged (40%) student groups. **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 4 (Prioritized): Math: There is a gap between the All student group Meets performance level on STAAR Math (49%) and the Special Education (35%) and Economically Disadvantaged (39%) student groups. **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 5 (Prioritized): Writing: There is a gap between the All student group Meets performance level on STAAR Writing (45%) and the English Learner (27%) and Economically Disadvantaged (32%) student groups. **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support

Social and Emotional Learning

Problem Statement 6 (Prioritized): Science: There is a gap between the All student group Meets performance level on STAAR Science (31%) and the Special Education (18%) and Economically Disadvantaged (12%) student groups. **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

School Processes & Programs

School Processes & Programs Summary

Team reviewed 2018-19 attendance, PWT data, master schedule, mentors, tiered interventions, Dooley's control environment survey and safety plan, HRS level 1 surveys (fall/spring), T-TESS summatives, TAPR, and the PISD technology plan.

Discussion included:

Specific training for teachers to support students' different needs.

New paraprofessionals need more training to better perform their assignments.

Professional development should closer reflect grade levels needs (use data to better curriculum/learning needs).

Watching master teachers at other campus, so teachers can get new ideas.

Ensuring all staff feel valued.

Utilize the PLC process and collaborative teaming more effectively.

More formal ways for teachers, parents and community to let administration know when things need attention.

Promoting technology use that supports learning and helps apprehensive staff feel more at ease.

School Processes & Programs Strengths

All teachers are highly qualified.

Mentoring program is really helpful and supportive for new teachers.

New paraprofessionals need more training to better perform in their assignments.

Our professional development is personalized through our 7.5 hours.

Walkthroughs and T-TESS support teacher continuous improvement.

Grade levels have begun to plan by the unit rather than week by week.

There is a schoolwide problem-solving plan.

Teachers are becoming more familiar with examining data to provide targeted instruction.

Teachers have a voice in decision making on school policies.

The expectation for students is to have a full year of growth or more.

There is a 1:1 Chromebook plan in place; teachers are willing to be trained in other technologies to support learning. There are several "master" technology users on campus who keep up with new practices and share with staff.

When teachers and students understand the purpose of technology, it provides extension of the learning and allows students to move at their own pace.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause:** (a) We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

Problem Statement 2: There is a need for an efficient and effective system for staff and parents to alert administrators when a problem needs immediate action. **Root Cause:** (a) We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

Problem Statement 3: Professional development for staff (teachers and paraprofessionals) needs to be data-driven.

Problem Statement 4: There is a need for more staff appreciation, based on "love languages."

Problem Statement 5: There is a need for timely licensing for technology applications after they are rolled out in the district

Problem Statement 6: Teachers need to assess technology use in the classroom to determine effectiveness and enhancement of the curricular goals.

Problem Statement 7: Staff indicated a need for more in-depth PD on technology applications.

Perceptions

Perceptions Summary

Team reviewed HRS Level 1 surveys (fall/spring), Level 1 quick data, HRS Level 2 survey (spring), Dooley's control environment survey, Facilities' building audit, and Safety/Security assessments.

Discussion points included:

Increasing bilingual parental involvement and communicating to families in languages other than English, Spanish and Vietnamese. Helping staff who may be apprehensive with technology application.

Providing a variety of opportunities for student and parent input on a more regular basis.

Making campus data readily available (transparency) to all demographics.

Continuing to emphasize safety procedures and a classroom culture of emotional safety.

More parent communication about SEL strategies

Finding ways to provide extra-curricular activities/clubs for students who cannot due to lack of transportation/funding. Striving for a climate where teachers feel emotional safety to express dissenting opinions.

Perceptions Strengths

Safety systems are in place, making Dooley a safe and orderly school.

There are several methods of communication with parents.

Teacher groups are used to make specific decisions.

Overall, the feelings about Dooley are positive (from teachers and students).

Family and community members are involved in the school (mentorship PALS, PTA, back to school nights, APD giving tree, 5th grade camp, Grandparents Day, Stem Night, Literacy Night, parent workshops, Multicultural Night, assemblies, fall picnic, field day, Game Night, graduation activities, Special Education parent training, holiday parties, orientation fair, SBIC)

The mentoring program has and continues to expand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase bilingual parental involvement and communicating to families in languages other than English, Spanish and Vietnamese.

Problem Statement 2: There is a need to make campus data readily available (transparency) to all demographics.

Problem Statement 3: There is a need to find ways to provide extra-curricular activities/clubs for students who cannot due to lack of transportation/funding

Problem Statement 4: There is a need to continue to strive for a climate where teachers feel emotional safety to express dissenting opinions.

Problem Statement 5: There is a need to continue to provide a variety of opportunities for student and parent input on a more regular basis.

Priority Problem Statements

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: ***/***/30% - District: ***/***/36% 4th Writing: ***/ 42 / 12% - District: ***/ 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% / 30%

Root Cause 1: (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: *** 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: ***

Root Cause 2: (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Science: There is a gap between the All student group Meets performance level on STAAR Science (31%) and the Special Education (18%) and Economically Disadvantaged (12%) student groups.

Root Cause 3: (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Writing: There is a gap between the All student group Meets performance level on STAAR Writing (45%) and the English Learner (27%) and Economically Disadvantaged (32%) student groups.

Root Cause 4: (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Math: There is a gap between the All student group Meets performance level on STAAR Math (49%) and the Special Education (35%) and Economically Disadvantaged (39%) student groups.

Root Cause 5: (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional

responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (52%) and the Special Education (23%) and Economically Disadvantaged (40%) student groups.

Root Cause 6: (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- 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

- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

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

Goals

Revised/Approved: September 28, 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 Dooley 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% in 2019 to 41% by June 2021. The Hispanic student group performance will increase from 17% in 2019 to 22% in 2021. The Special Education student group performance will increase from 9% in 2019 to 12% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <p>-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment</p> <p>-- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher</p> <p>-- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)</p> <p>-- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Specialized Training for our ESL Specialist - 211 Title I, Part A - \$200</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide resources and instructional methods that ensure an equitable, effective learning experience for students engaging in Face-to-Face Learning and PISD School @Home.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for all students regardless if they are in the Face-to-Face or School@Home Learning Preference evidenced through:</p> <p>-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment</p> <p>-- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher</p> <p>-- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)</p> <p>-- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Kami -- Annotation Software - 211 Title I, Part A - \$300, Headphones with microphones - 211 Title I, Part A - \$1,900, Read & Write for Google - 211 Title I, Part A - \$2,400, Learning Farm for 1st and 2nd Grade - 211 Title I, Part A - \$800, TouchPhonics Learning Materials for S@H Learners - 211 Title I, Part A - \$2,900, Adult Temps - 211 Title I, Part A - \$12,161.50, Scholastic Teachables for Strive Classroom - 211 Title I, Part A - \$30</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide for Parent Engagement opportunities to reach an expansive population of parents with children attending Face-to-Face and School@Home Learning Preferences.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement would improve student engagement and learning as evidenced by:</p> <p>-- an increase in parent engagement through completed campus/district surveys.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Parent Engagement Virtual Meeting Supplies - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, SeeSaw Subscription for Kinder Parents - 211 Title I, Part A - \$300</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

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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 Dooley students that score Meets grade level or above on STAAR Reading 3-5 will increase from 52% in 2019 to 54% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 26% in 2021. The African American student group performance will increase from 32% in 2019 to 36% in 2021.

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none"> -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) -- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams. <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Specialized Training for ESL Specialist - 211 Title I, Part A - \$200</p>	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: ***/***/30% - District: ***/***/36% 4th Writing: *** / 42 / 12% - District: *** / 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% /30% **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning




Problem Statement 2: The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: *** 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: *** **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning











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 Dooley students that score Meets grade level or above on STAAR Writing 4 will increase from 45% in 2019 to 47% by June 2021. The English Learner student group performance will increase from 27% in 2019 to 30% in 2021. The Economically Disadvantaged student group performance will increase from 32% in 2019 to 37% in 2021.

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none"> -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) -- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams. <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Specialized Training for ESL Specialist - 211 Title I, Part A - \$200</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide resources and instructional methods that ensure an equitable, effective learning experience for students engaging in Face-to-Face Learning and PISD School @Home.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for all students regardless if they are in the Face-to-Face or School@Home Learning Preference evidenced through:</p> <p>-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment</p> <p>-- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher</p> <p>-- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)</p> <p>-- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Kami -- Annotation Software - 211 Title I, Part A - \$300, Headphones with microphones - 211 Title I, Part A - \$1,900, Read & Write for Google - 211 Title I, Part A - \$2,400, Learning Farm for 1st and 2nd Grade - 211 Title I, Part A - \$800, TouchPhonics Learning Materials for S@H Learners - 211 Title I, Part A - \$2,900, Scholastic Teachables for Strive Classroom - 211 Title I, Part A - \$30</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide for Parent Engagement opportunities to reach an expansive population of parents with children attending Face-to-Face and School@Home Learning Preferences.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement would improve student engagement and learning as evidenced by:</p> <p>-- an increase in parent engagement through completed campus/district surveys.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Parent Engagement Virtual Meeting Supplies - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, SeeSaw Subscription for Kinder Parents - 211 Title I, Part A - \$300</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: ***/***/30% - District: ***/***/36% 4th Writing: *** / 42 / 12% - District: *** / 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% /30% **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 2: The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: *** 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: *** **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning




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.

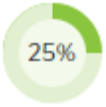


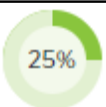






Performance Objective 1: HB3 - The percent of Dooley 3rd grade students that score meets grade level or above on STAAR Math will increase from 39% in 2019 to 40% by June 2021. The Special Education student group performance will increase from 9% in 2019 to 12% in 2021. The Hispanic student group performance will increase from 22% in 2019 to 26% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <p>-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment</p> <p>-- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher</p> <p>-- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)</p> <p>-- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide resources and instructional methods that ensure an equitable, effective learning experience for students engaging in Face-to-Face Learning and PISD School @Home.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for all students regardless if they are in the Face-to-Face or School@Home Learning Preference evidenced through:</p> <p>-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment</p> <p>-- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher</p> <p>-- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)</p> <p>-- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Kami -- Annotation Software - 211 Title I, Part A - \$300, Headphones with microphones - 211 Title I, Part A - \$1,900, Read & Write for Google - 211 Title I, Part A - \$2,400, Learning Farm for 1st and 2nd Grade - 211 Title I, Part A - \$800, TouchPhonics Learning Materials for S@H Learners - 211 Title I, Part A - \$2,900, Scholastic Teachables for Strive Classroom - 211 Title I, Part A - \$30</p>	Formative		
	Nov	Feb	June
	 25%	 40%	 75%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide for Parent Engagement opportunities to reach an expansive population of parents with children attending Face-to-Face and School@Home Learning Preferences.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement would improve student engagement and learning as evidenced by:</p> <p>-- an increase in parent engagement through completed campus/district surveys.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Parent Engagement Virtual Meeting Supplies - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, SeeSaw Subscription for Kinder Parents - 211 Title I, Part A - \$300</p>	Formative		
	Nov	Feb	June
	 25%	 50%	 85%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: ***/***/30% - District: ***/***/36% 4th Writing: *** / 42 / 12% - District: *** / 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% / 30% **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning




Problem Statement 2: The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: *** 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: *** **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning











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 Dooley students that score Meets grade level or above on STAAR Math 3-5 will increase from 49% in 2019 to 50% by June 2021. The Special Education student group performance will increase from 35% in 2019 to 38% in 2021. The African American student group performance will increase from 34% in 2019 to 38% in 2021.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none"> -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) -- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams. <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
	 <p>25%</p>	 <p>40%</p>	 <p>75%</p>

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide resources and instructional methods that ensure an equitable, effective learning experience for students engaging in Face-to-Face Learning and PISD School @Home.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for all students regardless if they are in the Face-to-Face or School@Home Learning Preference evidenced through:</p> <p>-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment</p> <p>-- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher</p> <p>-- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)</p> <p>-- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Kami -- Annotation Software - 211 Title I, Part A - \$300, Headphones with microphones - 211 Title I, Part A - \$1,900, Read & Write for Google - 211 Title I, Part A - \$2,400, Learning Farm for 1st and 2nd Grade - 211 Title I, Part A - \$800, TouchPhonics Learning Materials for S@H Learners - 211 Title I, Part A - \$2,900, Scholastic Teachables for Strive Classroom - 211 Title I, Part A - \$30</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide for Parent Engagement opportunities to reach an expansive population of parents with children attending Face-to-Face and School@Home Learning Preferences.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement would improve student engagement and learning as evidenced by:</p> <p>-- an increase in parent engagement through completed campus/district surveys.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Parent Engagement Virtual Meeting Supplies - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, SeeSaw Subscription for Kinder Parents - 211 Title I, Part A - \$300</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: ***/***/30% - District: ***/***/36% 4th Writing: *** / 42 / 12% - District: *** / 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% /30% **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning




Problem Statement 2: The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: *** 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: *** **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning











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 Dooley students that score Meets grade level or above on STAAR Science 5 will increase from 31% in 2019 to 33% by June 2021. The Economically Disadvantaged student group performance will increase from 12% in 2019 to 16% in 2021. The English Learner student group performance will increase from 23% in 2019 to 25% in 2021.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.</p> <p>Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:</p> <ul style="list-style-type: none"> -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) -- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams. <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		
	Nov	Feb	June
	 <p>25%</p>	 <p>40%</p>	 <p>75%</p>

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide resources and instructional methods that ensure an equitable, effective learning experience for students engaging in Face-to-Face Learning and PISD School @Home.</p> <p>Strategy's Expected Result/Impact: Improved academic performance for all students regardless if they are in the Face-to-Face or School@Home Learning Preference evidenced through:</p> <p>-- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment</p> <p>-- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher</p> <p>-- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)</p> <p>-- Consistent (reliable, predictable, equitable) Google Classrooms across grade level teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Kami -- Annotation Software - 211 Title I, Part A - \$300, Headphones with microphones - 211 Title I, Part A - \$1,900, Read & Write for Google - 211 Title I, Part A - \$2,400, Learning Farm for 1st and 2nd Grade - 211 Title I, Part A - \$800, TouchPhonics Learning Materials for S@H Learners - 211 Title I, Part A - \$2,900, Scholastic Teachables for Strive Classroom - 211 Title I, Part A - \$30</p>	Formative		
	Nov	Feb	June
	 25%	 40%	 75%
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide for Parent Engagement opportunities to reach an expansive population of parents with children attending Face-to-Face and School@Home Learning Preferences.</p> <p>Strategy's Expected Result/Impact: Improved parent engagement would improve student engagement and learning as evidenced by:</p> <p>-- an increase in parent engagement through completed campus/district surveys.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Parent Engagement Virtual Meeting Supplies - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, SeeSaw Subscription for Kinder Parents - 211 Title I, Part A - \$300</p>	Formative		
	Nov	Feb	June
	 25%	 50%	 85%
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The percentage of students meeting the Approaches, Meets, & Masters Grade Level Standard is below the district average in the following groups: 3rd Math: 65% / 36% / 18% - District: 86% / 64% / 42% 3rd Reading: 73% / 38% / 31% - District: 85% / 60% / 42% 4th Math: 76% / 50% / 32% - District: 82% / 61% / 44% 4th Reading: ***/***/30% - District: ***/***/36% 4th Writing: ***/ 42 / 12% - District: ***/ 50% / 21% 5th Math: 83 / 53% / 29% - District: 90% / 71% / 53% 5th Reading: 84% / 51% / 31% - District: 86% / 56% / 45% 5th Science: 67% / 30% / 8% - District: 8% / 57% /30% **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

Problem Statement 2: The campus projected growth score based on MAP is outside of the Projected Growth Lower Bound for Growth Performance in the following groups: 2nd Math: All Quintiles 2nd Reading: Quintile 1, 2, and 4 3rd Math: Quintile 1, 2 and 4 3rd Reading: Quintile 1 and 3 3rd Science: *** 4th Math: Quintile 2 and 4 4th Reading: Quintile 1 and 3 4th Science: Quintile 1 and 4 5th Math: Quintiles 1-5 5th Reading: Quintile 1 5th Science: *** **Root Cause:** (a) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning, instruction, and assessment with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses. (c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning

2020-21 SBIC

Committee Role	Name	Position
Administrator	Sara McCutchen	Support Staff Member
Administrator	Tramy Tran	Principal
Classroom Teacher	Kristy Dellinger	Faculty Member
Classroom Teacher	Andrea Sigala	Faculty Member
Classroom Teacher	Russell Sanders	Faculty Member
Classroom Teacher	Amy Kostel	Faculty Member
Classroom Teacher	Aisha Locke	Faculty Member
Special Education Teacher	Carol Truscott	Faculty Member, Special Education
District-level Professional	Craig McKinney	District Professional
School Counselor	Ramona Cartwright	Campus Professional, Non-Teaching
Parent	LaToya Hall	Parent
Parent	Joy Mershon	Parent
Parent	Shayla Williams	Parent
Parent	Elizabeth Fenter	Parent
Parent	Hattie Fowler	Parent
Parent	Alicia Zarate	Parent
Community Representative	Lauren Shaw	Community Member
Community Representative	Lamar Tatum	Community Member
Business Representative	Courtney Craven	Business Owner
Business Representative	Melvin Thathiah	Business Owner
Community Representative	Missy Wilkinson	Community Member
Community Representative	Larry Murray	Community Member
Community Representative	Jana Grimone	Community Member
Business Representative	Darin McCullough	Business Owner

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Dooley

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	32	48	69		53		55	23	40		42	56	43	52
2020	34	50	69		53		56	24	42		44	56	44	53
2021	36	53	70		54		58	26	45		46	57	46	54
2022	39	56	71		55		59	28	49		48	58	48	56
2023	43	61	72		56		62	30	54		52	59	51	58
2024	48	66	73		57		65	33	60		56	60	55	60

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	34	43	65		53		55	35	39		44	56	38	49
2020	36	45	65		53		56	36	41		45	56	39	50
2021	38	47	66		54		57	38	43		46	57	40	50
2022	41	50	66		54		58	40	46		48	57	42	51
2023	45	54	67		55		59	42	50		50	58	44	53
2024	50	59	68		56		61	45	55		53	59	47	54

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

Dooley

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	8	18	15		5		5	11	27		10	36	15	51
2019	25	17	73		60		20	9	41		30	44	27	39
2020	27	19	73		60		21	10	43		32	44	28	40
2021	29	22	74		61		23	12	46		34	45	30	41
2022	32	25	75		62		24	14	50		36	46	32	43
2023	36	30	76		63		27	16	55		40	47	35	45
2024	41	35	77		64		30	19	61		44	48	39	47

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

Dooley

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	8	18	15		5		5	11	27		10	36	15	51
2019	25	22	60		60		40	9	41		40	44	27	39
2020	27	24	60		60		41	10	43		41	44	28	40
2021	29	26	61		61		42	12	45		42	45	29	40
2022	32	29	61		61		43	14	48		44	45	31	41
2023	36	33	62		62		44	16	52		46	46	33	43
2024	41	38	63		63		46	19	57		49	47	36	44

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

Dooley - 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 45% in 2019 to 47% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
46% 2019 Baseline: 45%	47%	49%	51%	53%

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	29	38	60	*	*	*	*	33	32	*	27	53	29	45
2020	30	40	60	*	*	*	*	34	34	*	28	53	30	46
2021	33	42	61	*	*	*	*	35	37	*	30	54	32	47
2022	36	46	61	*	*	*	*	37	41	*	33	54	34	49
2023	40	50	62	*	*	*	*	40	46	*	36	55	37	51
2024	45	56	64	*	*	*	*	43	52	*	41	57	40	53
2019-2021	4	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

Dooley - 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 31% in 2019 to 33% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
32% 2019 Baseline: 31%	33%	34%	35%	36%

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	13	33	44	*	22	*	*	18	12	*	23	38	21	31
2020	14	34	44	*	22	*	*	19	13	*	24	38	22	32
2021	17	37	44	*	22	*	*	20	16	*	25	38	23	33
2022	20	39	45	*	23	*	*	22	19	*	26	39	25	34
2023	24	43	45	*	23	*	*	25	23	*	28	39	27	35
2024	29	48	46	*	24	*	*	28	28	*	31	40	30	36
2019-2021	4	4	0	*	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	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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