

# Plano Independent School District

## Daffron Elementary

2020-2021



**Board Approval Date:** October 20, 2020

# Mission Statement

We are here to ensure high levels of learning for all students.

## Vision

**To provide a strong educational foundation so children can be the best they can be**". Teachers instill a sense of success for all students. At Daffron, we strive to improve academic achievement for all students and believe that all students are entitled to a high-quality education.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

More than half of our population is hispanic. We have 37% attending the bilingual program. We have 41% of our students meet the criteria to be economically disadvantaged. We have 11% of the population is in the gifted program. Our gender makeup is relatively the same with 49% female and 51% male. There is 12% that receive accommodations or modifications toward their academic success. In 2016 had a total of 530 students with 32% free or reduced lunch. In 2019 we had a total population of 669 studnets with 49% free or reduced lunch.

### Demographics Strengths

Daffron continues to adjust well in terms of utilizing space and hiring professional staff to support the growing bilingual population. Parental engagement across socio-economic levels and with different races in school functions is strong. This includes Title 1 math and reading nights, bilingual parent nights, grade level performances and PTA events. Daffron staff members advocate for students to qualify for gifted and talented services, including those receiving ESL/Bilingual services and those designated as economically disadvantaged.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** On the 2018-19 STAAR Assessments, 69% of students identified as Economically Disadvantaged were at approaches grade level or above; 34% were at meets grade level standard or above; and 14% were at masters grade level standard. **Root Cause:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

# Student Learning

## Student Learning Summary

**Daffron 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):** On the 2018-19 STAAR Reading Assessment, 83% of students were at approaches grade level or above; 60% were at meets grade level standard or above; and 34% of students were at masters grade level standard. The 2019 Projected Growth Summary (PGR) showed that 1st grade reading was below the standard deviation in reading quintiles 1, 2, 3, and 4. **Root Cause:** effective collaborative team planning to create clear and measurable learning goals for intervention and differentiation is needed.

**Problem Statement 2 (Prioritized):** There is a gap between the All student group Meets performance level on STAAR Reading (60%) and the Special Education (19%) and Economically Disadvantaged (40%) student groups. **Root Cause:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

**Problem Statement 3 (Prioritized):** There is a gap between the All student group Meets performance level on STAAR Math (62%) and the Special Education (25%) and Economically Disadvantaged (39%) student groups. **Root Cause:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

**Problem Statement 4 (Prioritized):** There is a gap between the All student group Meets performance level on STAAR Writing (37%) and the Special Education (0%) and Economically Disadvantaged (22%) student groups. **Root Cause:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

**Problem Statement 5 (Prioritized):** There is a gap between the All student group Meets performance level on STAAR Science (43%) and the English Learner (19%) and Economically Disadvantaged (16%) student groups. **Root Cause:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

## School Processes & Programs

### School Processes & Programs Summary

We have begun to implement processes on a surface level but need to dig deeper in order to truly positively impact students.

### School Processes & Programs Strengths

Teacher voice through leadership

Training on formative assessments and understand it

Specialists supporting students

Meeting weekly at common time for planning

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Collaborative teams are not utilizing each component of the recommended PLC process of the Collaborative Team Framework. **Root Cause:** Consistent and targeted professional learning and regular accountability are needed in order to ensure the implementation of the PLC process with fidelity.

# Perceptions

## Perceptions Summary

Staff and Parents perceive the school as being friendly and safe. Staff and Parents feel that procedures and rules are not clearly stated/have been established.

## Perceptions Strengths

Parents feel comfortable calling teachers with concerns, and feel staff is friendly and helpful. Parents do feel that our school is a safe place. Several bilingual parents participated and stated their appreciation. Note: Only 144 parents responded to the survey, which is about a 1/3 of our population. Teachers mainly feel the school is a safe and orderly environment. According to walk throughs, evidence of learning is mainly student created.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** 2018-19 survey data shows 4.2 out of 5 parents and 4.4 out of 5 staff shared they felt the school's expectations and rules are not clearly defined. **Root Cause:** School-wide and campus area specific expectations are not clearly defined, agreed upon, or implemented.

# Priority Problem Statements

**Problem Statement 1:** On the 2018-19 STAAR Reading Assessment, 83% of students were at approaches grade level or above; 60% were at meets grade level standard or above; and 34% of students were at masters grade level standard. The 2019 Projected Growth Summary (PGR) showed that 1st grade reading was below the standard deviation in reading quintiles 1, 2, 3, and 4.

**Root Cause 1:** effective collaborative team planning to create clear and measurable learning goals for intervention and differentiation is needed.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a gap between the All student group Meets performance level on STAAR Reading (60%) and the Special Education (19%) and Economically Disadvantaged (40%) student groups.

**Root Cause 2:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** There is a gap between the All student group Meets performance level on STAAR Science (43%) and the English Learner (19%) and Economically Disadvantaged (16%) student groups.

**Root Cause 3:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a gap between the All student group Meets performance level on STAAR Writing (37%) and the Special Education (0%) and Economically Disadvantaged (22%) student groups.

**Root Cause 4:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** There is a gap between the All student group Meets performance level on STAAR Math (62%) and the Special Education (25%) and Economically Disadvantaged (39%) student groups.

**Root Cause 5:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.

**Problem Statement 5 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**

- 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**

- Running Records results

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

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

# Goals

Revised/Approved: September 22, 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 Daffron 3rd grade students that score meets grade level or above on STAAR Reading will increase from 58% in 2019 to 60% by June 2021. The Special Education student group performance will increase from 11% in 2019 to 14% in 2021. The English Learner student group performance will increase from 38% in 2019 to 42% in 2021.














## HB3 Goal

**Evaluation Data Sources:** 2021 STAAR Reading - 3rd Grade

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to refine use of the PISD Collaborative Team Framework to move from compliance to commitment.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in collective efficacy and student achievement. Overall, the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Collaborative Team Leaders District Representatives</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Specialists will join collaborative teams to support in planning for tier I and II instruction, designing common formative assessments, and analyzing data to monitor student progress and to adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to provide professional learning on targeted interventions and documentation to meet the needs of students not mastering grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in students not meeting grade level expectations will be maximized through targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to provide professional learning on best practices to implement effective guided reading. This will include an opportunity for teachers to observe model lessons and reflect on their growth in implementing guided reading and next steps for continuous improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement targeted reading instruction so that students increase their instructional reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Develop a process for data meetings each semester as collaborative teams to analyze assessment data for instructional planning and reteaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student data will provide the best opportunity for teachers to target instruction to meet all student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide ongoing professional learning and support in language development and acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators ESL Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide professional learning in the area of HRS Level 2 and effective instruction to begin to develop a campus Instructional Model that supports the district's Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> A stronger understanding of research-based instructional methods/best practices that will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$7,189</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** On the 2018-19 STAAR Reading Assessment, 83% of students were at approaches grade level or above; 60% were at meets grade level standard or above; and 34% of students were at masters grade level standard. The 2019 Projected Growth Summary (PGR) showed that 1st grade reading was below the standard deviation in reading quintiles 1, 2, 3, and 4. **Root Cause:** effective collaborative team planning to create clear and measurable learning goals for intervention and differentiation is needed.







**Problem Statement 2:** There is a gap between the All student group Meets performance level on STAAR Reading (60%) and the Special Education (19%) and Economically Disadvantaged (40%) student groups. **Root Cause:** Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.










**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 Daffron students that score Meets grade level or above on STAAR Reading 3-5 will increase from 60% in 2019 to 62% by June 2021. The Special Education student group performance will increase from 19% in 2019 to 22% in 2021. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 45% in 2021.

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to refine use of the PISD Collaborative Team Framework to move from compliance to commitment.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in collective efficacy and student achievement. Overall, the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Collaborative Team Leaders District Representatives</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Professional Learning - Lead4ward Conference - 211 Title I, Part A - \$6,045</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Specialists will join collaborative teams to support in planning for tier I and II instruction, designing common formative assessments, and analyzing data to monitor student progress and to adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to provide professional learning on targeted interventions and documentation to meet the needs of students not mastering grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in students not meeting grade level expectations will be maximized through targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Continue to provide professional learning on best practices to implement effective guided reading. This will include an opportunity for teachers to observe model lessons and reflect on their growth in implementing guided reading and next steps for continuous improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will implement targeted reading instruction so that students increase their instructional reading level.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Develop a process for data meetings each semester as collaborative teams to analyze assessment data for instructional planning and reteaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student data will provide the best opportunity for teachers to target instruction to meet all student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide ongoing professional learning and support in language development and acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators ESL Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide professional learning in the area of HRS Level 2 and effective instruction to begin to develop a campus Instructional Model that supports the district's Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> A stronger understanding of research-based instructional methods/best practices that will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Extra Duty for After School Tutoring - 211 Title I, Part A - \$17,920</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> On the 2018-19 STAAR Reading Assessment, 83% of students were at approaches grade level or above; 60% were at meets grade level standard or above; and 34% of students were at masters grade level standard. The 2019 Projected Growth Summary (PGR) showed that 1st grade reading was below the standard deviation in reading quintiles 1, 2, 3, and 4. <b>Root Cause:</b> effective collaborative team planning to create clear and measurable learning goals for intervention and differentiation is needed.</p> <p><b>Problem Statement 2:</b> There is a gap between the All student group Meets performance level on STAAR Reading (60%) and the Special Education (19%) and Economically Disadvantaged (40%) student groups. <b>Root Cause:</b> Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.</p>









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

**Performance Objective 3:** The percent of Daffron students that score Meets grade level or above on STAAR Writing 4 will increase from 37% in 2019 to 39% by June 2021. The Economically Disadvantaged student group performance will increase from 22% in 2019 to 27% in 2021. The Hispanic student group performance will increase from 21% in 2019 to 25% in 2021.

**Evaluation Data Sources:** 2021 STAAR Writing

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to refine use of the PISD Collaborative Team Framework to move from compliance to commitment.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in collective efficacy and student achievement. Overall, the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Collaborative Team Leaders District Representatives</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Specialists will join collaborative teams to support in planning for tier I and II instruction, designing common formative assessments, and analyzing data to monitor student progress and to adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to provide professional learning on targeted interventions and documentation to meet the needs of students not mastering grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in students not meeting grade level expectations will be maximized through targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide ongoing professional learning and support in language development and acquisition.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators ESL Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide professional learning in the area of HRS Level 2 and effective instruction to begin to develop a campus Instructional Model that supports the district's Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> A stronger understanding of research-based instructional methods/best practices that will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 4</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress      Accomplished      Continue/Modify      Discontinue			

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 4:</b> There is a gap between the All student group Meets performance level on STAAR Writing (37%) and the Special Education (0%) and Economically Disadvantaged (22%) student groups. <b>Root Cause:</b> Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.</p>







**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.










**Performance Objective 1:** HB3 - The percent of Daffron 3rd grade students that score meets grade level or above on STAAR Math will increase from 50% in 2019 to 51% by June 2021. English Learner student group performance will increase from 27% in 2019 to 29% in 2021. The Economically Disadvantaged student group performance will increase from 24% in 2019 to 28% 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><b>Strategy 1:</b> Continue to refine use of the PISD Collaborative Team Framework to move from compliance to commitment.  <b>Strategy's Expected Result/Impact:</b> There will be an increase in collective efficacy and student achievement. Overall, the instructional program will be strengthened.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Instructional Specialists                      Collaborative Team Leaders                      District Representatives  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Specialists will join collaborative teams to support in planning for tier I and II instruction, designing common formative assessments, and analyzing data to monitor student progress and to adjust instruction.  <b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.  <b>Staff Responsible for Monitoring:</b> Campus Administrators                      Instructional Specialists                      Team Leaders                      Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to provide professional learning on targeted interventions and documentation to meet the needs of students not mastering grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in students not meeting grade level expectations will be maximized through targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop a process for data meetings each semester as collaborative teams to analyze assessment data for instructional planning and reteaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student data will provide the best opportunity for teachers to target instruction to meet all student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide ongoing professional learning and support in language development and acquisition; specifically using Number Talks from within PISD unit lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators ESL Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide professional learning in the area of HRS Level 2 and effective instruction to begin to develop a campus Instructional Model that supports the district's Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> A stronger understanding of research-based instructional methods/best practices that will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**







<b>Student Learning</b>
<p><b>Problem Statement 3:</b> There is a gap between the All student group Meets performance level on STAAR Math (62%) and the Special Education (25%) and Economically Disadvantaged (39%) student groups. <b>Root Cause:</b> Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.</p>










**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.








**Performance Objective 2:** The percent of Daffron students that score Meets grade level or above on STAAR Math 3-5 will increase from 62% in 2019 to 63% by June 2021. The Special Education student group performance will increase from 25% in 2019 to 28% in 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 43% in 2021.

**Evaluation Data Sources:** 2021 STAAR Math

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to refine use of the PISD Collaborative Team Framework to move from compliance to commitment.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in collective efficacy and student achievement. Overall, the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Collaborative Team Leaders District Representatives</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Specialists will join collaborative teams to support in planning for tier I and II instruction, designing common formative assessments, and analyzing data to monitor student progress and to adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to provide professional learning on targeted interventions and documentation to meet the needs of students not mastering grade level standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in students not meeting grade level expectations will be maximized through targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop a process for data meetings each semester as collaborative teams to analyze assessment data for instructional planning and reteaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student data will provide the best opportunity for teachers to target instruction to meet all student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide ongoing professional learning and support in language development and acquisition; specifically using Number Talks from within PISD unit lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators ESL Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide professional learning in the area of HRS Level 2 and effective instruction to begin to develop a campus Instructional Model that supports the district's Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> A stronger understanding of research-based instructional methods/best practices that will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Fraction Tiles - 211 Title I, Part A - \$373.20, Station Materials - 211 Title I, Part A - \$3,332.07</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> There is a gap between the All student group Meets performance level on STAAR Math (62%) and the Special Education (25%) and Economically Disadvantaged (39%) student groups. <b>Root Cause:</b> Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.</p>


















**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 Daffron students that score Meets grade level or above on STAAR Science 5 will increase from 43% in 2019 to 45% by June 2021. The Economically Disadvantaged student group performance will increase from 16% in 2019 to 20% in 2021. The English Learner student group performance will increase from 19% in 2019 to 21% in 2021.

**Evaluation Data Sources:** 2021 STAAR Science

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Continue to refine use of the PISD Collaborative Team Framework to move from compliance to commitment.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in collective efficacy and student achievement. Overall, the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Collaborative Team Leaders District Representatives</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Instructional Specialists will join collaborative teams to support in planning for tier I and II instruction, designing common formative assessments, and analyzing data to monitor student progress and to adjust instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional learning for daily science routine that includes the Science Warm-Up activity in grade 2 and Science Discussion Questions for grades 3-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in students not meeting grade level expectations will be maximized through targeted intervention.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Develop a process for data meetings each semester as collaborative teams to analyze assessment data for instructional planning and reteaching.</p> <p><b>Strategy's Expected Result/Impact:</b> Analysis of student data will provide the best opportunity for teachers to target instruction to meet all student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide ongoing professional learning and support in language development and acquisition; specifically the use of Talk Read Talk Write from within PISD unit lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators ESL Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide professional learning in the area of HRS Level 2 and effective instruction to begin to develop a campus Instructional Model that supports the district's Instructional Model.</p> <p><b>Strategy's Expected Result/Impact:</b> A stronger understanding of research-based instructional methods/best practices that will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.</p> <p><b>Strategy's Expected Result/Impact:</b> There will be an increase in student achievement and the instructional program will be strengthened.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Problem Statements:</b> Student Learning 5</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 5:</b> There is a gap between the All student group Meets performance level on STAAR Science (43%) and the English Learner (19%) and Economically Disadvantaged (16%) student groups. <b>Root Cause:</b> Effective collaborative team planning to create clear and measurable learning goals for all students for intervention and differentiation is needed.</p>

# 2020-21 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	M'Cheyl Herrera	Assistant Principal
Administrator	Stefanie Ramos	Principal
Classroom Teacher	Beth Brown	Classroom Teacher
Non-classroom Professional	Cathy Chomistek	Campus Instructional Specialist
Classroom Teacher	Deana Chandler	Special Education Teacher
Paraprofessional	Jasmine Guerra	Physical Education Assistant
Classroom Teacher	Jessica Lerner	Classroom Teacher
Non-classroom Professional	Julie Steele	Counselor
Classroom Teacher	Maribel Quiroz	Classroom Teacher
Non-classroom Professional	Monica Diaz	ESL Specialist
Non-classroom Professional	Paula Diaz	Bilingual Instructional Specialist
District-level Professional	Tita Matamoros	Multilingual Academic Services Coordinator
Community Representative	Shari Hopkins	Community Representative
Parent	Alfonso Chacin	Parent
Parent	Anselmo Gonzalez	Parent
Parent	Jason Tyra	Parent
Parent	Lauren Tyra	Parent
Parent	Lisa Dixon	Parent
Parent	Michele Townes	Parent
Community Representative	Jenny Sideris	Community Representative
Business Representative	John Maroney	Chick-Fil-A
Business Representative	Luis Mazariego	Mooyah Burger

# Addendums

## Daffron - 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 37% in 2019 to 39% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
38% 2019 Baseline: 37%	39%	41%	43%	45%

### 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	21	46	*	50	*	*	0	22	43	33	38	36	37
2020	37	23	46	*	50	*	*	1	24	44	34	38	37	38
2021	40	25	47	*	51	*	*	2	27	46	36	39	39	39
2022	43	29	47	*	51	*	*	4	31	48	39	39	41	41
2023	47	33	48	*	52	*	*	7	36	51	42	40	44	43
2024	52	39	50	*	54	*	*	10	42	54	47	42	47	45
2019-2021	4	4	1	*	1	*	*	2	5	3	3	1	3	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

## Daffron - 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 43% in 2019 to 45% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
44% 2019 Baseline: 43%	45%	46%	47%	48%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	17	69	*	92	*	50	24	16	*	19	46	38	43
2020	34	18	69	*	92	*	50	25	17	*	20	46	39	44
2021	37	21	69	*	92	*	51	26	20	*	21	46	40	45
2022	40	23	70	*	93	*	52	28	23	*	22	47	42	46
2023	44	27	70	*	93	*	54	31	27	*	24	47	44	47
2024	49	32	71	*	94	*	56	34	32	*	27	48	47	48
2019-2021	4	4	0	*	0	*	1	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

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

Daffron

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
<b>2019 # of Students</b>		39	25		11			9	46	7	37	65	25	90
<b>2019</b>	50	44	72		82			11	41	57	38	60	52	58
<b>2020</b>	52	46	72		82			12	43	58	40	60	53	59
<b>2021</b>	54	49	73		83			14	46	60	42	61	55	60
<b>2022</b>	57	52	74		84			16	50	62	44	62	57	62
<b>2023</b>	61	57	75		85			18	55	65	48	63	60	64
<b>2024</b>	66	62	76		86			21	61	68	52	64	64	66

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	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

Daffron

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
<b>2019 # of Students</b>		39	25		11			9	46	7	37	65	25	90
<b>2019</b>	25	33	80		73			11	24	43	27	60	24	50
<b>2020</b>	27	35	80		73			12	26	44	28	60	25	51
<b>2021</b>	29	37	81		74			14	28	45	29	61	26	51
<b>2022</b>	32	40	81		74			16	31	47	31	61	28	52
<b>2023</b>	36	44	82		75			18	35	49	33	62	30	54
<b>2024</b>	41	49	83		76			21	40	52	36	63	33	55

### District Goals for Grade 3 STAAR

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

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Daffron

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	61	42	70		83		92	19	40	71	48	64	53	60
2020	63	44	70		83		93	20	42	72	50	64	54	61
2021	65	47	71		84		95	22	45	74	52	65	56	62
2022	68	50	72		85		96	24	49	76	54	66	58	64
2023	72	55	73		86		99	26	54	79	58	67	61	66
2024	77	60	74		87		100	29	60	82	62	68	65	68

### 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	54	45	76		86		75	25	39	53	51	70	47	62
2020	56	47	76		86		76	26	41	54	52	70	48	63
2021	58	49	77		87		77	28	43	55	53	71	49	63
2022	61	52	77		87		78	30	46	57	55	71	51	64
2023	65	56	78		88		79	32	50	59	57	72	53	66
2024	70	61	79		89		81	35	55	62	60	73	56	67

## 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><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	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"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

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