

Plano Independent School District

Rose Haggar Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 20, 2020

Mission Statement

Rose Haggar is home to Pre-K-5th grade Mariners, where staff believe in teaching, inspiring, and growing the whole child. [#haggarlearns](#)

Vision

[RMH Instructional Expectations](#)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a Title 1 school according to state accountability ratings that are based on 3 domains: student achievement, student progress, and closing the gaps. Our school met the overall standard on the accountability summary report, with a score of 90 out of 100. 4 distinctions were earned. The majority of students who are considered at risk are also qualifying as economically disadvantaged.

Demographics Strengths

English Language population is average compared to district.

Teacher/student ratio is comparative to state and district averages.

Despite high mobility rate, Haggar earned the distinctions in closing the gap and comparative academic growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Economically Disadvantaged students rate is 36.9%, which is 12% higher than the district average at 27.1%. **Root Cause:** Parents may be unaware or unable to support the students academically/emotionally.

Problem Statement 2: Our mobility rate is 16.3%, which is 6% higher than the district average at 10.7%.

Student Learning

Student Learning Summary

Haggar 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.

Projected Proficiency Summary Report and Observed Proficiency Summary Report are comparable; projected growth does not align with proficiency; The STAAR Spring 2018 data indicates that Economically Disadvantaged and ESL students do not follow the trend that the rest of the campus follows; Some groups of students are not meeting their expected yearly growth according to MAP and STAAR data, consistency of education in Plano ISD may have contributed to the growth; projected growth is not enough for the students who start at Plano ISD significantly below the grade level standards; structured intervention is significantly increasing student growth; 2017 scores were better than 2018 scores

Student Learning Strengths

MAP scores are accurately projecting STAAR proficiency

5th grade STAAR reports show most 5th graders are meeting projected growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. **Root Cause:** lack of consistent enrollment on our campus

Problem Statement 2: The percentage of students meeting the Approaches Grade Level Standard on STAAR Writing is 58%. Gaps exist between the performance of economically disadvantaged students (38%) compared to the campus non-economically disadvantaged (70%). Gaps exist between the performance of ESL students (22%) as well.

Problem Statement 3 (Prioritized): The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Haggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. **Root Cause:** lack of extension opportunities for high performing students

Problem Statement 4 (Prioritized): The percentage of students attaining limited or expected growth as measured by STAAR is as follows: 4th grade math: 53%; 4th grade reading: 62%; 5th grade math: 26%; 5th grade reading: 46%. **Root Cause:** lack of targeted instruction for students at all levels

School Processes & Programs

School Processes & Programs Summary

Master schedule built to allow instructional support staff availability at all grade level Intervention/Extension times; Collaborative Teams meet to "unpack the TEKS"; Quick Data used to have teacher voice in decision making; teachers were allowed to participate in a Reflections Focus Group to reflect on and refine their practice, which was led by a teacher on campus; Professional Learning used to address school's instructional priorities; time is allotted for vertical conversations as needed; Social Emotional Learning strategies are embedded in instruction

School Processes & Programs Strengths

Use of Title I & III funds to provide additional math and reading support for students across grade levels

T-TESS reflects that most teachers are performing at the Proficient level or higher in all domains

Collaborative Teams meet regularly and also utilize extended planning days

Teachers are asked to provide feedback on various topics multiple times during the school year

Campus-wide use of Social Emotional Learning strategies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming. **Root Cause:** Collaborative Teaming not previously grounded in CT Framework

Problem Statement 2 (Prioritized): The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. **Root Cause:** lack of CT planning for both intervention and extension during designated times

Perceptions

Perceptions Summary

Most staff and students feel safe at school; Almost all of the staff feel supported; student focus group responses show that students feel like their teachers make learning fun and are creative; parents who responded to a quick parent survey feel supported; parents have also reported that RMH staff is welcoming and that they are happy attending our school; We use Social Emotional Learning and restorative practices to manage behaviors

Perceptions Strengths

Staff use Social Emotional Learning and restorative practices to manage behaviors

Expectations are communicated during conferences and in the classroom

Campus safety audit indicates that our school was safe, and visitors were checked in using a government ID and monitored throughout the building

Students in a focus group indicated that their accomplishments are celebrated with Mariner MVPs and brag tags

Accomplishments are celebrated by teachers and students schoolwide

Title I parent breakfast and meetings are offered multiple times a year as a service to parents

Title I snacks offered for students Food for Kids provide healthy snacks for our students in need

Surveys are offered to parents for them to fill out to get their input and feedback

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Surveys are available for parents and staff to fill out, but we have a low response rate when considering the number of people we are asking to respond.

Root Cause: Delivery of survey

Problem Statement 2 (Prioritized): Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. **Root Cause:** lack of emphasis on importance of updated goals

Priority Problem Statements

Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance.

Root Cause 1: lack of consistent enrollment on our campus

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Haggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%.

Root Cause 2: lack of extension opportunities for high performing students

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of students attaining limited or expected growth as measured by STAAR is as follows: 4th grade math: 53%; 4th grade reading: 62%; 5th grade math: 26%; 5th grade reading: 46%.

Root Cause 3: lack of targeted instruction for students at all levels

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming.

Root Cause 4: Collaborative Teaming not previously grounded in CT Framework

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners.

Root Cause 5: lack of CT planning for both intervention and extension during designated times

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks.

Root Cause 6: lack of emphasis on importance of updated goals

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Communications data

Goals

Revised/Approved: September 23, 2020







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





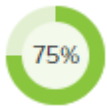




Performance Objective 1: HB3 - The percent of Haggar 3rd grade students that score meets grade level or above on STAAR Reading will increase from 48% in 2019 to 50% by June 2021. The Hispanic student group performance will increase from 33% in 2019 to 38% in 2021. The Economically Disadvantaged student group performance will increase from 42% in 2019 to 47% in 2021.








HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use formative and summative assessment data to drive instruction. Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 2	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Use of RMH Instructional Expectations and Collaborative Team Framework to plan for instruction. Strategy's Expected Result/Impact: Strategies for effective teaching in every classroom and Collaborative Team Planning will be unified. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 2	Formative		
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Strategy 3 Details	Formative Reviews		
Strategy 3: Dedicated Intervention and Extension time built into each grade level's schedule. Strategy's Expected Result/Impact: Master Schedule reflects time in every grade level dedicated to Intervention and Extension so that student's academic needs can be met and so that campus-based specialists and Title I Tutors can assist with intervention and extension in grade levels. Staff Responsible for Monitoring: Principal Assistant Principal Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 2	Formative		
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Strategy 4 Details	Formative Reviews		
Strategy 4: Collaboration between campus-level specialists and grade level teachers -Learner Support Meetings -Intensive Intervention Meetings -Extended Planning -Edugence Goals Strategy's Expected Result/Impact: Targeted Edugence goals documented by Proficiency Rating Scale; Specialist serving grade levels during IE time Staff Responsible for Monitoring: Principal Assistant Principal Specialists Grade Level Teachers Title I Schoolwide Elements: 2.5 Problem Statements: Student Learning 1, 3 - Perceptions 2	Formative		
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Strategy 5 Details	Formative Reviews		
Strategy 5: Parent engagement opportunities to build parent capacity to support student learning Strategy's Expected Result/Impact: Title I Breakfasts PACE/Dyslexia Parent Meetings Parent/Teacher Conferences Parent Involvement in Intensive Intervention process Staff Responsible for Monitoring: Principal Title I Teacher ESL Specialist Dyslexia Specialist PACE Specialist Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 1	Formative		
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Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize resources to engage learners in both Face to Face and School@Home environments Strategy's Expected Result/Impact: Students in both learning environments will show expected growth Staff Responsible for Monitoring: Principal Assistant Principal Specialists Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. Root Cause: lack of consistent enrollment on our campus Problem Statement 3: The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Hagggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. Root Cause: lack of extension opportunities for high performing students
School Processes & Programs
Problem Statement 1: Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming. Root Cause: Collaborative Teaming not previously grounded in CT Framework Problem Statement 2: The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. Root Cause: lack of CT planning for both intervention and extension during designated times
Perceptions
Problem Statement 2: Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. Root Cause: lack of emphasis on importance of updated goals





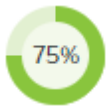




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.








Performance Objective 2: The percent of Haggar students that score Meets grade level or above on STAAR Reading 3-5 will increase from 58% in 2019 to 60% by June 2021. The SPED student group performance will increase from 39% in 2019 to 42% in 2021. The African American student group performance will increase from 40% in 2019 to 44% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use formative and summative assessment data to drive instruction. Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 2	Formative		
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Strategy 3 Details	Formative Reviews		
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Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize resources to engage learners in both Face to Face and School@Home environments Strategy's Expected Result/Impact: Students in both learning environments will show expected growth Staff Responsible for Monitoring: Principal Assistant Principal Specialists Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. Root Cause: lack of consistent enrollment on our campus Problem Statement 3: The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Haggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. Root Cause: lack of extension opportunities for high performing students
School Processes & Programs
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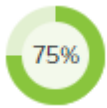




Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.








Performance Objective 3: The percent of Haggar students that score Meets grade level or above on STAAR Writing 4 will increase from 44% in 2019 to 46% by June 2021. The African American student group performance will increase from 7% in 2019 to 11% in 2021. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 39% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use formative and summative assessment data to drive instruction. Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 2	Formative		
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Performance Objective 3 Problem Statements:

Student Learning
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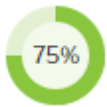

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.





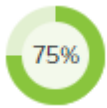




Performance Objective 1: HB3 - The percent of Haggar 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% in 2019 to 46% by June 2021. The African American student group performance will increase from 29% in 2019 to 33% in 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 35% in 2021.








HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
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Performance Objective 1 Problem Statements:







Student Learning
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Perceptions
Problem Statement 2: Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. Root Cause: lack of emphasis on importance of updated goals





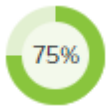




Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.


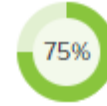





Performance Objective 2: The percent of Haggar students that score Meets grade level or above on STAAR Math 3-5 will increase from 61% in 2019 to 62% by June 2021. The African American student group performance will increase from 35% in 2019 to 39% in 2021. The Economically Disadvantaged student group performance will increase from 42% in 2019 to 46% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use formative and summative assessment data to drive instruction. Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use of RMH Instructional Expectations and Collaborative Team Framework to plan for instruction. Strategy's Expected Result/Impact: Strategies for effective teaching in every classroom and Collaborative Team Planning will be unified. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: School Processes & Programs 1, 2	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Dedicated Intervention and Extension time built into each grade level's schedule. Strategy's Expected Result/Impact: Master Schedule reflects time in every grade level dedicated to Intervention and Extension so that student's academic needs can be met and so that campus-based specialists and Title I Tutors can assist with intervention and extension in grade levels. Staff Responsible for Monitoring: Principal Assistant Principal Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Collaboration between campus-level specialists and grade level teachers -Learner Support Meetings -CMIT Meetings -Extended Planning -Edugence Goals Strategy's Expected Result/Impact: Targeted Edugence goals documented by Proficiency Rating Scale; Specialist serving grade levels during IE time Staff Responsible for Monitoring: Principal Assistant Principal Specialists Grade Level Teachers Title I Schoolwide Elements: 2.5 Problem Statements: Student Learning 1, 3 - Perceptions 2	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Parent engagement opportunities to build parent capacity to support student learning Strategy's Expected Result/Impact: Title I Breakfasts PACE/Dyslexia Parent Meetings Parent/Teacher Conferences Parent Involvement in CMIT process Staff Responsible for Monitoring: Principal Title I Teacher ESL Specialist Dyslexia Specialist PACE Specialist Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize resources to engage learners in both Face to Face and School@Home environments Strategy's Expected Result/Impact: Students in both environments will show expected growth Staff Responsible for Monitoring: Principal Assistant Principal Specialists Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. Root Cause: lack of consistent enrollment on our campus Problem Statement 3: The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Hagggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. Root Cause: lack of extension opportunities for high performing students
School Processes & Programs
Problem Statement 1: Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming. Root Cause: Collaborative Teaming not previously grounded in CT Framework Problem Statement 2: The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. Root Cause: lack of CT planning for both intervention and extension during designated times
Perceptions
Problem Statement 2: Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. Root Cause: lack of emphasis on importance of updated goals





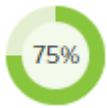




Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.








Performance Objective 1: The percent of Hagggar students that score Meets grade level or above on STAAR Science 5 will increase from 54% in 2019 to 56% by June 2021. The African American student group performance will increase from 20% in 2019 to 24% in 2021. The Economically Disadvantaged student group performance will increase from 38% in 2019 to 42% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use formative and summative assessment data to drive instruction. Strategy's Expected Result/Impact: Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2 - Perceptions 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Dedicated Intervention and Extension time built into each grade level's schedule. Strategy's Expected Result/Impact: Master Schedule reflects time in every grade level dedicated to Intervention and Extension so that student's academic needs can be met and so that campus-based specialists and Title I Tutors can assist with intervention and extension in grade levels. Staff Responsible for Monitoring: Principal Assistant Principal Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Collaboration between campus-level specialists and grade level teachers -Learner Support Meetings -CMIT Meetings -Extended Planning -Edugence Goals Strategy's Expected Result/Impact: Targeted Edugence goals documented by Proficiency Rating Scale; Specialist serving grade levels during IE time Staff Responsible for Monitoring: Principal Assistant Principal Specialists Grade Level Teachers Title I Schoolwide Elements: 2.5 Problem Statements: Student Learning 1, 3 - Perceptions 2	Formative		
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Strategy 5 Details	Formative Reviews		
Strategy 5: Parent engagement opportunities to build parent capacity to support student learning Strategy's Expected Result/Impact: Title I Breakfasts PACE/Dyslexia Parent Meetings Parent/Teacher Conferences Parent Involvement in CMIT process Staff Responsible for Monitoring: Principal Title I Teacher ESL Specialist Dyslexia Specialist PACE Specialist Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize resources to engage learners in both Face to Face and School@Home environments Strategy's Expected Result/Impact: Students in both environments will show expected growth Staff Responsible for Monitoring: Principal Assistant Principal Specialists Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Tier II and Tier III students have been effectively identified in the classrooms, but there is still a discrepancy between economically disadvantaged student performance when compared to the overall performance. Root Cause: lack of consistent enrollment on our campus Problem Statement 3: The percentage of students meeting the Masters Grade Level Standard on STAAR Reading at Rose Hagggar is below the district's percentage. Third grade by a discrepancy of 13%, fourth grade by 9%, and fifth grade by 10%. Root Cause: lack of extension opportunities for high performing students
School Processes & Programs
Problem Statement 1: Teachers have been trained in Common Formative Assessments, but are not regularly using them in Collaborative Teaming. Root Cause: Collaborative Teaming not previously grounded in CT Framework Problem Statement 2: The Master Schedule reflects designated blocks for Intervention and Extension in each grade level, but Intervention and Extension time is not consistently meeting the needs of all learners. Root Cause: lack of CT planning for both intervention and extension during designated times
Perceptions
Problem Statement 2: Response to Intervention and student goals are tracked in Edugence, but teachers are not consistently reviewing and entering goals for all Tier 2 students every two weeks. Root Cause: lack of emphasis on importance of updated goals

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Katie Brittain	Principal
Administrator	Dara Villalpando	Assistant principal
Non-classroom Professional	Allison Clark	Instructional Specialist
Non-classroom Professional	Andrea Hale	Counselor
Business Representative	Amanda McShain	Business - Inside Out Group
Paraprofessional	Angela Coyle	PK Paraprofessional
Business Representative	Ashley Marquez	Business - Teach, Create, Motivate
Classroom Teacher	Bethany Baird	2nd Grade Teacher
Classroom Teacher	Bethany Jacobson	4th Grade Teacher
Parent	Amar Rima	Parent
Classroom Teacher	Jennifer Metcalfe	Kindergarten Teacher
District-level Professional	Jody Duran	Diagnostician
Parent	Lauren Tzafrir	Parent
Classroom Teacher	Laurie Evans	Art Teacher
Parent	Liz Alvarez	Parent
Community Representative	Sharmeen Jilla	Community Member
Classroom Teacher	Michelle Tatro	5th Grade Teacher
Parent	Mina Haghiri	Parent
Non-classroom Professional	Lauren Hughes	Special Education Teacher
Community Representative	Cindy Sguigna	Community Member
Parent	Rash Alkoudmani	Parent
Classroom Teacher	Cambley Fort	1st Grade Teacher
Parent	Robert Shiller	Parent
Parent	Aly Epstein	Parent
Parent	Stephanie Guth	Parent

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggar

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	40	48	68		79		60	39	44	40	62	66	45	58
2020	42	50	68		79		61	40	46	41	64	66	46	59
2021	44	53	69		80		63	42	49	43	66	67	48	60
2022	47	56	70		81		64	44	53	45	68	68	50	62
2023	51	61	71		82		67	46	58	48	72	69	53	64
2024	56	66	72		83		70	49	64	52	76	70	57	66

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	35	50	73		83		67	52	42	60	67	71	42	61
2020	37	52	73		83		68	53	44	61	68	71	43	62
2021	39	54	74		84		69	55	46	62	69	72	44	62
2022	42	57	74		84		70	57	49	64	71	72	46	63
2023	46	61	75		85		71	59	53	66	73	73	48	65
2024	51	66	76		86		73	62	58	69	76	74	51	66

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

Haggar

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	17	15	30				5	7	26		16	50	21	71
2019	47	33	57				40	57	42		50	54	33	48
2020	49	35	57				41	58	44		52	54	34	49
2021	51	38	58				43	60	47		54	55	36	50
2022	54	41	59				44	62	51		56	56	38	52
2023	58	46	60				47	64	56		60	57	41	54
2024	63	51	61				50	67	62		64	58	45	56

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

Haggar

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	17	15	30				5	7	26		16	50	21	71
2019	29	40	53				40	71	31		50	54	24	45
2020	31	42	53				41	72	33		51	54	25	46
2021	33	44	54				42	74	35		52	55	26	46
2022	36	47	54				43	76	38		54	55	28	47
2023	40	51	55				44	78	42		56	56	30	49
2024	45	56	56				46	81	47		59	57	33	50

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

Haggar - 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 44% in 2019 to 46% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
45% 2019 Baseline: 44%	46%	48%	50%	52%

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	7	50	56	*	40	*	67	44	34	*	22	53	31	44
2020	8	52	56	*	40	*	68	45	36	*	23	53	32	45
2021	11	54	57	*	41	*	69	46	39	*	25	54	34	46
2022	14	58	57	*	41	*	71	48	43	*	28	54	36	48
2023	18	62	58	*	42	*	73	51	48	*	31	55	39	50
2024	23	68	60	*	44	*	76	54	54	*	36	57	42	52
2019-2021	4	4	1	*	1	*	2	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

Haggar - 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 54% in 2019 to 56% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
55% 2019 Baseline: 54%		56%			57%			58%			59%			
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	20	56	61	*	80	*	*	17	38	*	50	67	27	54
2020	21	57	61	*	80	*	*	18	39	*	51	67	28	55
2021	24	60	61	*	80	*	*	19	42	*	52	67	29	56
2022	27	62	62	*	81	*	*	21	45	*	53	68	31	57
2023	31	66	62	*	81	*	*	24	49	*	55	68	33	58
2024	36	71	63	*	82	*	*	27	54	*	58	69	36	59
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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