Plano Independent School District

Barksdale Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

Mission Statement

Plano ISD Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique learning potential in a dynamic world.

Campus Mission Statement

Where children feel safe, loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.

Vision

Plano ISD Vision Statement

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barksdale Elementary is in Plano ISD, a Collin County district with 44 elementary schools, 13 middles schools, 7 high schools, 3 senior high schools and an eSchool. Barksdale Elementary serves a diverse student population in grades K-5. In the 2019-2020 school year, total enrollment was 650 students.

In 2019-2020, the K-5 student population composed of Asian, White, Hispanic, African American, and Two or More ethnicities. Our economically disadvantaged percentage is 14%.

Our K-5 English Learner (EL) population consists of 93 learners. The top 5 foreign languages spoken by this student group are: Hindi, Telugu, Spanish, Tamil, and Bengali.

Demographics Strengths

- Barksdale Elementary has a diverse student population.
- There are numerous lanuages represented at Barksdale Elementary.
- Families are encouraged to celebrate and share their culture at Multicultural Night each year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional support and training is required for staff to best meet the needs of all English Learners. **Root Cause:** As the demographics of Barksdale Elementary have changed, new instructional strategies are needed to meet the needs of all learners.

Problem Statement 2: There is a need to enhance communication and engagement for English Learners and their families. **Root Cause:** Language barriers exist within the current communication system.

Student Learning

Student Learning Summary

Barksdale 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.

Student Learning Strengths

Typical sources of data used to determine strengths from the previous year were not gathered from March 2020-May 2020 due to the school closure cause by COVID-19.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to target specific instructional strategies to support English Learners. **Root Cause:** There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension

Problem Statement 2 (Prioritized): There is a need to target specific instructional strategies to support the special education student population. **Root Cause:** Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

Problem Statement 3 (Prioritized): There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause:** Lack of schoolwide system to monitor the growth of student subgroup populations.

School Processes & Programs

School Processes & Programs Summary

Barksdale Elementary school follows the state standards (TEKS) and district curriculum documents and resources in order to provide a guaranteed and viable curriuclum for all learners. In addition to these curriculum resources, Barksdale implemented DuFour's model for Professional Learning Communities to help teachers identify student needs and work collaboratively to ensure that all students learn at high levels.

For the past two years, Barksdale Elementary has started the implementation of Marzano's High Reliabitliy Schools (HRS) framework. The campus focused on implementation of Level I: Build a Safe a Collaborative Culture during the 2017-2018 school year. For the past two years, we placed emphasis on developing Level 2: Effective Teaching in Every Classroom. We are continuing to focus on Level 2 this year as we seek to incorporate more common formative assessments to aid teachers as they monitor students achievement.

New teachers to Barksdale Elementary are paired with a mentor teacher on their team. The mentor teacher works with the new staff member to learn the processes of the grade level and Barksdale. In addition to this, the mentor teacher and new teachers are have been given the opportunity to attend a program at SMU the past two years. This program helps establish the mentor/mentee relationship and set both teachers up for success.

Barksdale Elementary is a one-to-one Chromebook campus. Teachers integrate technology into their lessons to enhance student understanding and learning. Professional Development is provided to the staff to keep their skills proficient and share new tools/ideas. Grades 3-5 began the use of online agendas to help students transition from elementary to middle school. The incorporation of technology in years past helped make the transition to online learning for our students and teachers easier in the Spring and Fall of 2020.

School Processes & Programs Strengths

- Special Education and Dyslexia Programs
- Professional Learning Communities
- Skill Builders (Intervention) time
- Jogging Club
- PTA sponsored after-school clubs
- National PTA school of Excellence

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for common formative assessments to drive instruction and interventions. **Root Cause:** Lack of professional learning opportunities which involve the creation of common formative assessments and analysis of data.

Problem Statement 2: There is a need for specific technology guidelines for students when they use the Chromebooks at school. **Root Cause:** When Barksdale switched from a BYOD campus to a one-to-one campus, there was no update and discussion of the BYOD/technology student contract.

Problem Statement 3: There is a need for professional development that continues to supports the teachers' student behavioral needs. **Root Cause:** A new discipline referral system was put in place at the beginning of the year and needed to be reviewed.

Perceptions

Perceptions Summary

Barksdale Elementary is a neighborhood school that prides itself on building relationships within the staff and with students so that we have a welcoming environment where learners and their families feel loved and valued. The staff at Barksdale implemented a PBIS system that promotes a positive school climate, giving students an opporutnity to work towards a goal. Teachers award students with a Silver Compliment ticket when they are caught doing something good. Students are given the Bronco Best award monthly to recognize good work habits, perseverance and character by their classroom teacher. Each nine weeks, the classroom teacher also selects a Principal Proclamation winner who demonstrates traits of a life-long learner and upstanding citizenship. All students at Barksdale are awarded tickets by the teachers that students collect and can purchase privileges and prizes.

Family involvement is a key component to learner sucess, and it is imperative that we support parents by creating a positive climate that is communicative in nature allowing the school and family to work as partners in the educational process. Barksdale families have many opportunities in which they can support the students, teachers, and community such as Watch DOGs, Color Run, Multicultural Night, Book Fair, Spring Picnic/Carnival, Spirit Nights, and Field Trip chaperones. It is through these partnerships that students recognize the importance of the partnership between the parents and teachers at Barksdale.

During the 2018-2019 school year, Barksdale began a discipline referral process within the grade levels. Teachers documented student behavior and communicated with parents when there were behavior concerns. Adminstrators were a part of the process and would help after multiple attempts to correct behavior were taken, or when their assistance was needed in initial situations. This year, the district has implemented a Multi-Tiered Support System (MTSS) program to complement the new digital tracking platform Review 360. This will replace the previous paper referral process and streamline teacher, administrator and parent communication about positive and negative behaviors. All teachers were trained in Restorative Practices and used these strategies to help correct behaviors in their classrooms before problems occured.

Perceptions Strengths

- Implementation of Resortative Practies and Community Circles has seen positive results.
- Multiple events are held throughout the year to involve Barksdale parents and the community.
- School is a safe haven for our students and staff.
- PTA National School of Excellence award
- Social media platforms for the school and grade-levels

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to include a variety of students who are able to participate in after school clubs/activities. **Root Cause:** If a child typically rides the bus or goes to after school care, there is not anyone who can provide transportation from the club/activity.

Priority Problem Statements

Problem Statement 1: There is a need to target specific instructional strategies to support English Learners.

Root Cause 1: There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population.

Root Cause 2: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure.

Root Cause 3: Lack of schoolwide system to monitor the growth of student subgroup populations.

Problem Statement 3 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
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: September 23, 2020

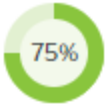
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

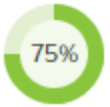
Performance Objective 1: HB3 - The percent of Barksdale 3rd grade students that score meets grade level or above on STAAR Reading will increase from 83% in 2019 to 85% by June 2021. The SPED student group performance will increase from 38% in 2019 to 41% in 2021. The African American student group performance will increase from 50% in 2019 to 54% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Special education teachers and classroom teachers will collaborate and partner together in support of the instructional practices delivered to special education students. **Strategy's Expected Result/Impact:** Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Special education teachers, grade level teachers, administrators, instructional specialist, ESL specialist **Problem Statements:** Student Learning 2			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff. **Strategy's Expected Result/Impact:** Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Principal, assistant principal, grade level team leaders, special education teachers, data team **Problem Statements:** Student Learning 2			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Dedicated intervention and extension time built into each grade level schedule. **Strategy's Expected Result/Impact:** Each grade level reflects time dedicated to intervention and extension so that students' academic needs can be addressed. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders **Problem Statements:** Student Learning 2	Nov	Feb	June
	30%	60%	95%

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Use of formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. The campus Data Team will meet regularly to discuss and analyze data. **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teams, special education team **Problem Statements:** Student Learning 2	Nov	Feb	June
	30%	60%	80%

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Data meetings will be held after unit assessments with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments. **Strategy's Expected Result/Impact:** Teachers will have an increased understanding of student progress and achievement to provide intervention and ensure learners' gaps are addressed, specifically in monitored student populations. Learners who demonstrate mastery of grade level standards will be given opportunities to deepen and grow their understanding through planned experiences (PBL). **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teachers, special education teachers **Problem Statements:** Student Learning 2	Nov	Feb	June
	30%	60%	95%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population. **Root Cause**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

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 Barksdale students that score Meets grade level or above on STAAR Reading 3-5 will increase from 77% in 2019 to 79% by June 2021. The SPED student group performance will increase from 38% in 2019 to 41% in 2021. The African American student group performance will increase from 29% in 2019 to 33% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Special education teachers and classroom teachers will collaborate and partner together in support of the instructional practices delivered to special education students. **Strategy's Expected Result/Impact:** Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Special education teachers, grade level teachers, administrators, instructional specialist, ESL specialist **Problem Statements:** Student Learning 2	30%	60%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff. **Strategy's Expected Result/Impact:** Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Principal, assistant principal, grade level team leaders, special education teachers, data team **Problem Statements:** Student Learning 2	30%	60%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Dedicated intervention and extension time built into each grade level schedule. **Strategy's Expected Result/Impact:** Each grade level reflects time dedicated to intervention and extension so that students' academic needs can be addressed. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders **Problem Statements:** Student Learning 2	30%	60%	95%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Use of formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. The campus Data Team will meet regularly to discuss and analyze data. **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teams, special education team **Problem Statements:** Student Learning 2	30%	60%	80%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Data meetings will be held after unit assessments with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments. **Strategy's Expected Result/Impact:** Teachers will have an increased understanding of student progress and achievement to provide intervention and ensure learners' gaps are addressed, specifically in monitored student populations. Learners who demonstrate mastery of grade level standards will be given opportunities to deepen and grow their understanding through planned experiences (PBL). **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teachers, special education teachers **Problem Statements:** Student Learning 2	30%	60%	95%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population. **Root Cause**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

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 Barksdale students that score Meets grade level or above on STAAR Writing 4 will increase from 67% in 2019 to 69% by June 2021. The SPED student group performance will increase from 36% in 2019 to 38% in 2021. The African American student group performance will increase from 38% in 2019 to 42% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Special education teachers and classroom teachers will collaborate and partner together in support of the instructional practices delivered to special education students. **Strategy's Expected Result/Impact:** Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Special education teachers, grade level teachers, administrators, instructional specialist, ESL specialist **Problem Statements:** Student Learning 2	30%	60%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff. **Strategy's Expected Result/Impact:** Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Principal, assistant principal, grade level team leaders, special education teachers, data team **Problem Statements:** Student Learning 2	30%	60%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Dedicated intervention and extension time built into each grade level schedule. **Strategy's Expected Result/Impact:** Each grade level reflects time dedicated to intervention and extension so that students' academic needs can be addressed. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders **Problem Statements:** Student Learning 2	30%	60%	95%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Use of formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. The campus Data Team will meet regularly to discuss and analyze data. **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teams, special education team **Problem Statements:** Student Learning 2	30%	60%	80%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Data meetings will be held after unit assessments with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments. **Strategy's Expected Result/Impact:** Teachers will have an increased understanding of student progress and achievement to provide intervention and ensure learners' gaps are addressed, specifically in monitored student populations. Learners who demonstrate mastery of grade level standards will be given opportunities to deepen and grow their understanding through planned experiences (PBL). **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teachers, special education teachers **Problem Statements:** Student Learning 2	30%	60%	95%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population. **Root Cause**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

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

Performance Objective 1: The percent of Barksdale 3rd grade students that score meets grade level or above on STAAR Math will increase from 85% in 2019 to 86% by June 2021. The SPED student group performance will increase from 63% in 2019 to 66% in 2021. The Economically Disadvantaged student group performance will increase from 79% in 2019 to 83% in 2021.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Special education teachers and classroom teachers will collaborate and partner together in support of the instructional practices delivered to special education students. **Strategy's Expected Result/Impact:** Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Special education teachers, grade level teachers, administrators, instructional specialist, ESL specialist **Problem Statements:** Student Learning 2, 3	30%	60%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff. **Strategy's Expected Result/Impact:** Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Principal, assistant principal, grade level team leaders, special education teachers, data team **Problem Statements:** Student Learning 2, 3	30%	60%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Dedicated intervention and extension time built into each grade level schedule. **Strategy's Expected Result/Impact:** Each grade level reflects time dedicated to intervention and extension so that students' academic needs can be addressed. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders **Problem Statements:** Student Learning 2, 3	30%	60%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Use of formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. The campus Data Team will meet regularly to discuss and analyze data. **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teams, special education team **Problem Statements:** Student Learning 2, 3	30%	60%	80%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Data meetings will be held after unit assessments with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments. **Strategy's Expected Result/Impact:** Teachers will have an increased understanding of student progress and achievement to provide intervention and ensure learners' gaps are addressed, specifically in monitored student populations. Learners who demonstrate mastery of grade level standards will be given opportunities to deepen and grow their understanding through planned experiences (PBL). **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teachers, special education teachers **Problem Statements:** Student Learning 2, 3	30%	60%	95%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population. **Root Cause**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.
Problem Statement 3: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause**: Lack of schoolwide system to monitor the growth of student subgroup populations.

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 Barksdale students that score Meets grade level or above on STAAR Math 3-5 will increase from 80% in 2019 to 81% by June 2021. The SPED student group performance will increase from 47% in 2019 to 50% in 2021. The Economically Disadvantaged student group performance will increase from 57% in 2019 to 61% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Special education teachers and classroom teachers will collaborate and partner together in support of the instructional practices delivered to special education students. **Strategy's Expected Result/Impact:** Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Special education teachers, grade level teachers, administrators, instructional specialist, ESL specialist **Problem Statements:** Student Learning 2, 3	30%	60%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff. **Strategy's Expected Result/Impact:** Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Principal, assistant principal, grade level team leaders, special education teachers, data team **Problem Statements:** Student Learning 2, 3	30%	60%	75%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Dedicated intervention and extension time built into each grade level schedule. **Strategy's Expected Result/Impact:** Each grade level reflects time dedicated to intervention and extension so that students' academic needs can be addressed. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders **Problem Statements:** Student Learning 2, 3	30%	60%	95%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Use of formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. The campus Data Team will meet regularly to discuss and analyze data. **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teams, special education team **Problem Statements:** Student Learning 2, 3	30%	60%	80%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Data meetings will be held after unit assessments with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments. **Strategy's Expected Result/Impact:** Teachers will have an increased understanding of student progress and achievement to provide intervention and ensure learners' gaps are addressed, specifically in monitored student populations. Learners who demonstrate mastery of grade level standards will be given opportunities to deepen and grow their understanding through planned experiences (PBL). **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teachers, special education teachers **Problem Statements:** Student Learning 2, 3	30%	60%	95%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population. **Root Cause**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.
Problem Statement 3: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause**: Lack of schoolwide system to monitor the growth of student subgroup populations.

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 Barksdale students that score Meets grade level or above on STAAR Science 5 will increase from 74% in 2019 to 76% by June 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 35% in 2021. The English Learners student group performance will increase from 36% in 2019 to 38% in 2021. The SPED student group performance will increase from 38% in 2019 to 40% in 2021.

Evaluation Data Sources: 2021 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The ESL specialist and special education teachers will partner with grade-level teachers to develop and administer the same common formative assessments to provide data on all students to be analyzed for interventions and extensions. **Strategy's Expected Result/Impact:** Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by STAAR, MAP and/or TELPAS. **Staff Responsible for Monitoring:** Principal, assistant principal, ESL specialist, special education teachers, grade-level teachers **Problem Statements:** Student Learning 1, 2, 3	25%	60%	90%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Special education teachers, ESL specialist and classroom teachers will collaborate and partner together in support of the instructional practices delivered to special education students. **Strategy's Expected Result/Impact:** Students who previously did not meet their growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Special education teachers, grade level teachers, administrators, instructional specialist, ESL specialist **Problem Statements:** Student Learning 1, 2, 3	30%	60%	80%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Student subgroups having not met expected progress or growth the previous year will be identified, targeted and monitored by all staff. **Strategy's Expected Result/Impact:** Student subgroups who previously did not meet growth expectation will meet or exceed growth as measured by MAP, TELPAS, and/or STAAR. **Staff Responsible for Monitoring:** Principal, assistant principal, grade level team leaders, special education teachers, data team **Problem Statements:** Student Learning 1, 2, 3	30%	60%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Dedicated intervention and extension time built into each grade level schedule. **Strategy's Expected Result/Impact:** Each grade level reflects time dedicated to intervention and extension so that students' academic needs can be addressed. **Staff Responsible for Monitoring:** Principal, assistant principal, team leaders **Problem Statements:** Student Learning 1, 2, 3	30%	60%	80%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Use of formative and summative assessment data to drive instruction. **Strategy's Expected Result/Impact:** Teachers will use results of common formative assessments, district and unit assessments to drive targeted instruction. The campus Data Team will meet regularly to discuss and analyze data. **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teams, special education team **Problem Statements:** Student Learning 1, 2, 3	30%	60%	75%

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Data meetings will be held after unit assessments with collaborative teams to analyze student progress, interventions, enrichment and implementation of common formative assessments. **Strategy's Expected Result/Impact:** Teachers will have an increased understanding of student progress and achievement to provide intervention and ensure learners' gaps are addressed, specifically in monitored student populations. Learners who demonstrate mastery of grade level standards will be given opportunities to deepen and grow their understanding through planned experiences (PBL). **Staff Responsible for Monitoring:** Principal, assistant principal, data team, grade level teachers, special education teachers **Problem Statements:** Student Learning 1, 2, 3	30%	60%	90%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to target specific instructional strategies to support English Learners. **Root Cause**: There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension
Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population. **Root Cause**: Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.
Problem Statement 3: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause**: Lack of schoolwide system to monitor the growth of student subgroup populations.

20-21 SBIC Committee

Committee Role	Name	Position
Administrator	Elyse Daly	Assistant Principal
Administrator	Jennifer Caplinger	Principal
Classroom Teacher	Mattie Keeter	1st Grade Teacher
District-level Professional	Leah Heerema	District Professional
Non-classroom Professional	Tracie O'Gorman	Counselor
Non-classroom Professional	Anisha Patel	Instructional Specialist
Classroom Teacher	Cheryl Kool	PE Teacher
Parent	Kitti Noorani	Parent
Parent	Lauren Lamb	Parent
Parent	Jessica Marcum	Parent
Parent	Nichole Nguyen	Parent
Classroom Teacher	Ann Young	5th Grade Teacher
Classroom Teacher	Thuy Lopez	2nd Grade Teacher
Classroom Teacher	Shayla Locklear	Kindergarten Teacher
Classroom Teacher	Claire Crouch	3rd Grade Teacher
Classroom Teacher	Jacqueline Horton	4th Grade Teacher
Parent	Amber Ostrander	Parent
Parent	Tracy Daniel	Parent
Business Representative	Adrian Cardenas	Business Representative
Business Representative	Heather Harbord	Business Representative
Community Representative	Susan Valesano	Community Representative
Community Representative	DeLynn Brennan	Community Representative
Classroom Teacher	Katharine Chamberlain	Special Education Teacher

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barksdale

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	29	73	87		86		63	38	43	83	60	80	71	77
2020	31	75	87		86		64	39	45	84	62	80	72	78
2021	33	78	88		87		66	41	48	86	64	81	74	79
2022	36	81	89		88		67	43	52	88	66	82	76	81
2023	40	86	90		89		70	45	57	91	70	83	79	83
2024	45	91	91		90		73	48	63	94	74	84	83	85

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	61	78	82		89		69	47	57	83	77	84	73	80
2020	63	80	82		89		70	48	59	84	78	84	74	81
2021	65	82	83		90		71	50	61	85	79	85	75	81
2022	68	85	83		90		72	52	64	87	81	85	77	82
2023	72	89	84		91		73	54	68	89	83	86	79	84
2024	77	94	85		92		75	57	73	92	86	87	82	85

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

Barksdale

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

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	8	11	39		31		5	8	14		20	71	24	95
2019	50	82	92		81		80	38	71		65	85	79	83
2020	52	84	92		81		81	39	73		67	85	80	84
2021	54	87	93		82		83	41	76		69	86	82	85
2022	57	90	94		83		84	43	80		71	87	84	87
2023	61	95	95		84		87	45	85		75	88	87	89
2024	66	100	96		85		90	48	91		79	89	91	91

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

Barksdale

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		11	39		31		5	8	14		20	71	24	95
2019	63	91	85		90		80	63	79		90	87	79	85
2020	65	93	85		90		81	64	81		91	87	80	86
2021	67	95	86		91		82	66	83		92	88	81	86
2022	70	98	86		91		83	68	86		94	88	83	87
2023	74	100	87		92		84	70	90		96	89	85	89
2024	79	100	88		93		86	73	95		99	90	88	90

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

Barksdale - 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 67% in 2019 to 69% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
68% 2019 Baseline: 67%	69%	71%	73%	75%

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	38	74	78	*	75	*	*	36	42	*	71	73	58	67
2020	39	76	78	*	75	*	*	37	44	*	72	73	59	68
2021	42	78	79	*	76	*	*	38	47	*	74	74	61	69
2022	45	82	79	*	76	*	*	40	51	*	77	74	63	71
2023	49	86	80	*	77	*	*	43	56	*	80	75	66	73
2024	54	92	82	*	79	*	*	46	62	*	85	77	69	75
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Barksdale - 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 74% in 2019 to 76% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
75% 2019 Baseline: 74%	76%	77%	78%	79%

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	43	60	79	*	84	*	71	38	31	*	36	77	67	74
2020	44	61	79	*	84	*	71	39	32	*	37	77	68	75
2021	47	64	79	*	84	*	72	40	35	*	38	77	69	76
2022	50	66	80	*	85	*	73	42	38	*	39	78	71	77
2023	54	70	80	*	85	*	75	45	42	*	41	78	73	78
2024	59	75	81	*	86	*	77	48	47	*	44	79	76	79
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

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local	ESSA	
Principal	**Parent Involvement** ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and		

	community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		