Plano Independent School District

Stinson Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

Mission Statement

Stinson will inspire and empower every student to achieve their unique potential.

Vision

STUDENTS are at the heart of ALL of our decisions.

TEACHERS are responsive to the needs of ALL our learners.

ALL students will have access to an engaging, innovative, and supportive learning environment with high expectations.

RESPECT and responsibility are essential to and expected in our school community.

STINSON welcomes family and community partnerships that support the education and needs of our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Average Daily Attendance (ADA) - 97.9% - higher than state and district averages
- Low Mobility Rate (5.9%) compared to state (16%) and district (10%) averages

Demographics Strengths

- Student attendance in regards to tardies and absences is better than the district average. Continue Strike Out Tardies program in order to continue progress in student attendance.
- Campus stability - low staff turnover rate
- Community's expectations of students and staff drive success rate to maintain low staff mobility
- Community values strong academic performance which motivates success
- Strong relationships established and maintained between campus and parents via Bloomz, Seesaw, eNews. eNewsletter, etc.
- The majority of our ESL students have a good working knowledge of the English language - percentage rate to be added at a later date
- Use campus funds and volunteers to provide snacks for students who may not be financially capable

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economic disadvantaged campus numbers are increasing **Root Cause:** Campus open to transfers and increase in #of families in apartments

Problem Statement 2: Tardiness and absences continue to interfere with learning **Root Cause:** Additional parent incentives may be needed to encourage student attendance

Student Learning

Student Learning Summary

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Economically Disadvantaged group performing below district averages for same group on standardized testing **Root Cause:** Small group intervention not always available with fidelity due to current staffing

Problem Statement 2 (Prioritized): ELL group improvement on TELPAS ratings and STAAR testing currently lower than district averages for same group . **Root Cause:** Additional classroom strategies and instructional supports needed for second language learners.

School Processes & Programs

School Processes & Programs Summary

STAFF PD

- High # of retained teachers and staff provide a consistency for students, parents, community
- Well established new teacher mentor program along w/ established PD opportunities adequately meet the needs of teachers' professional growth

Curriculum, Instruction, Assessment

- Posted learning objectives are becoming common practice in building
- Substantial progress in unpacking TEKS standards and Backwards Design lesson implementation is occurring through extended planning opportunities for teachers.
- Math MAP scores showed significant growth in multiple grades and are no longer an area of concern in the lower grades.

School Context and Organization

- Well Designed PLC and weekly meeting format to maximize HRS and student learning needs

Technology

- Increase use and implementation of Chromebooks (currently 2nd-5th and one 1st grade class)
- Significant improvement in staff technology capacity due in part to technology Learning Team efforts and specific TTESS teacher technology goals

School Processes & Programs Strengths

Technology

- 1:1 implementation of chromebooks campus wide K-5 beginning 2019-2020
- Starting in 2019, students entering Kindergarten will build technology skills and digital citizenship

Curriculum, Instruction, Assessment

- Math curriculum is strong, comprehensive and clear
- Math assessment options broad and developed to fit students needs
- Small group instruction is effective
- During planning we felt like we were able to dig into the TEKS and plan accordingly to ensure that our students were prepared for the next grade level.

Staff PD

- Extended planning time has increased intentional planning of curriculum for teacher and student success.
- Strong vertical and horizontal team collaboration about students.

School Context and Organization

- Tuesday was collaborative planning day where no meetings were scheduled and the team had time to plan best instructional practices.
- Learning teams are collaborative and effective at creating ongoing goals.
- Due to the increase use of technology, learners are entering the next grade level with a greater foundational capacity.
- Lesson Planning-Teachers have had an increased awareness of what TEKS and expectations are to be addressed while completing our lesson plans.
- Learning teams are successful because teachers are finding ways to give back to the school, students, teachers and volunteers. (ex: Literacy Night, Book Fair, Volunteer Luncheon, staff parties, boosting staff morale.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers are seeking additional instructional feedback to help them grow **Root Cause:** Additional systems need to be added to allow peers and supervisors more time to provide instructional feedback

Problem Statement 2: Teachers are seeking additional tools/guidance for planning instruction when students do not master understanding of TEKS. **Root Cause:** Additional discussion / guidance needed from specialists, administrators for teachers in regards to best reteaching practices.

Problem Statement 3: There is a discrepancy among grades in reading inventories and spelling expectations **Root Cause:** Need for additional training in comprehensive use of reading inventories on campus

Problem Statement 4: Teachers are seeking more guidance in acceptable use and amount of technology in the classrooms **Root Cause:** Additional cohesive K-5 technology expectations are needed to be put into place on campus.

Priority Problem Statements

Problem Statement 1: ELL group improvement on TELPAS ratings and STAAR testing currently lower than district averages for same group .
Root Cause 1: Additional classroom strategies and instructional supports needed for second language learners.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Economically Disadvantaged group performing below district averages for same group on standardized testing
Root Cause 2: Small group intervention not always available with fidelity due to current staffing
Problem Statement 2 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
- Effective Schools Framework data
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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 Stinson 3rd grade students that score meets grade level or above on STAAR Reading will increase from 73% in 2019 to 75% by June 2021. The English Learner student group performance will increase from 45% in 2019 to 49% in 2021. The Economically Disadvantaged student group performance will increase from 29% in 2019 to 34% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Using the ELPS to provide strategies for teachers for developing vocabulary; use oral language activities consistently in daily lessons to practice academic language in all instructional areas **Strategy's Expected Result/Impact:** ELL Students will demonstrate one year's growth (one level growth) annually as measured in the TELPAS language proficiency rating system. **Staff Responsible for Monitoring:** ESL Teacher **TEA Priorities:** Build a foundation of reading and math	30%	30%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Track ELL student progress through MOY and EOY MAP results with ESL specialist. **Strategy's Expected Result/Impact:** ELL students will show improvement over time based on MAP performance. Students not showing appropriate growth will be studied and targeted with teachers. **Staff Responsible for Monitoring:** ESL Teacher, Administrators **TEA Priorities:** Build a foundation of reading and math	30%	60%	80%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Use campus funds to hire an adult temp to provide students extra help who are struggling and have a need for additional targeted small group interventions **Strategy's Expected Result/Impact:** Students receiving additional small group instruction will show improvement as measured with TELPAS and MAP over period of time. **Staff Responsible for Monitoring:** ESL Teacher, Administrators **TEA Priorities:** Build a foundation of reading and math	30%	60%	60%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Staff will periodically check with economically disadvantaged remote learners for effective wi-fi access at home **Strategy's Expected Result/Impact:** Students will consistently receive remote instruction and services through effective internet service **Staff Responsible for Monitoring:** classroom teachers, Administrators **TEA Priorities:** Build a foundation of reading and math	30%	80%	90%

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: The percent of Stinson students that score Meets grade level or above on STAAR Reading 3-5 will increase from 74% in 2019 to 76% by June 2021. The Special Education student group performance will increase from 44% in 2019 to 47% in 2021. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 50% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Use campus funds to hire an adult temp to provide students extra help who are struggling and have a need for additional targeted small group interventions **Strategy's Expected Result/Impact:** Students receiving additional small group instruction will show improvement as measured with MAP and additional assessments over period of time **Staff Responsible for Monitoring:** Administrators, SPED case managers, classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	60%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Track special education and economically disadvantaged student progress through MOY and EOY MAP results with administrators and campus sped staff. **Strategy's Expected Result/Impact:** Special education and economically disadvantaged students will show improvement over time based on MAP performance. Students not showing appropriate growth will be studied and targeted with teachers. **Staff Responsible for Monitoring:** Administrators, case managers, classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	60%	60%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Staff will periodically check with special education or economically disadvantaged remote learners for effective wi-fi access at home **Strategy's Expected Result/Impact:** Students will consistently receive remote instruction and services through effective internet service **Staff Responsible for Monitoring:** Administrators, Special education staff / classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	80%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Special education staff training with PISD Instructional Technology staff for virtual instructional strategies **Strategy's Expected Result/Impact:** Virtual Special Education students will receive more effective and targeted instruction due to training. Students will demonstrate increased time on task as measured through GoGuardian and instructional observation. **Staff Responsible for Monitoring:** SPED staff, administrators **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Special education staff will have team representation on the campus Reading Learning Team **Strategy's Expected Result/Impact:** Special education staff will be better informed and more effective in implementing targeted campus instructional strategies developed by curriculum teams. **Staff Responsible for Monitoring:** SPED staff, Reading Learning Team Coordinator **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Special education staff will consistently meet with and plan instruction with grade level collaborative teams. **Strategy's Expected Result/Impact:** Special education instruction will be better aligned with grade level instruction. To measure, special education staff will track student mastery of applicable grade level TEKS. **Staff Responsible for Monitoring:** Administrators, Sped staff, grade level staff **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: The percent of Stinson students that score Meets grade level or above on STAAR Writing 4 will increase from 56% in 2019 to 58% by June 2021. The Special Education student group performance will increase from 0% in 2019 to 2% in 2021. The Economic Disadvantaged student group performance will increase from 23% in 2019 to 28% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Track SPED and Economically Disadvantaged student progress through MOY and EOY MAP results with SPED case managers and classroom teachers	Formative		
Strategy's Expected Result/Impact: SPED and Economically Disadvantaged students will show improvement over time based on MAP performance. Students not showing appropriate growth will be studied and targeted with teachers. **Staff Responsible for Monitoring:** Administrators, SPED case managers, classroom teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	30%	60%	60%

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will periodically check with special education or economically disadvantaged remote learners for effective wi-fi access at home	Formative		
Strategy's Expected Result/Impact: Students will consistently receive remote instruction and services through effective internet service **Staff Responsible for Monitoring:** Administrators, Special education staff / classroom teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	30%	80%	90%

Strategy 3 Details	Formative Reviews		
Strategy 3: Special education staff training with PISD Instructional Technology staff for virtual instructional strategies	Formative		
Strategy's Expected Result/Impact: Virtual Special Education students will receive more effective and targeted instruction due to training. Students will demonstrate increased time on task as measured through GoGuardian and instructional observation. **Staff Responsible for Monitoring:** SPED staff, administrators **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	30%	60%	90%

Strategy 4 Details	Formative Reviews		
Strategy 4: Special education staff will have team representation on the campus Writing Learning Team	Formative		
Strategy's Expected Result/Impact: Special education staff will be better informed and more effective in implementing targeted campus instructional strategies developed by curriculum teams. **Staff Responsible for Monitoring:** SPED staff, campus learning team coordinator **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	100%	100%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Special education staff will consistently meet with and plan instruction with grade level collaborative teams **Strategy's Expected Result/Impact:** Special education instruction will be better aligned with grade level instruction. To measure, special education staff will track student mastery of applicable grade level TEKS. **Staff Responsible for Monitoring:** Administrators, Sped staff, grade level staff **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: HB3 - The percent of Stinson 3rd grade students that score meets grade level or above on STAAR Math will increase from 76% in 2019 to 77% by June 2021. The Special Education student group performance will increase from 50% in 2019 to 53% in 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 40% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Track SPED and Economically Disadvantaged student progress through MOY and EOY MAP results with SPED case managers and classroom teachers **Strategy's Expected Result/Impact:** SPED and Economically Disadvantaged students will show improvement over time based on MAP performance. Students not showing appropriate growth will be studied and targeted with teachers. **Staff Responsible for Monitoring:** Administrators, SPED case managers, classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	60%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use campus funds to hire an adult temp to provide students extra help who are struggling and have a need for additional targeted small group interventions **Strategy's Expected Result/Impact:** Students receiving additional small group instruction will show improvement as measured with MAP over period of time **Staff Responsible for Monitoring:** Administrators, classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	60%	70%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Staff will periodically check with special education or economically disadvantaged remote learners for effective wi-fi access at home **Strategy's Expected Result/Impact:** Students will consistently receive remote instruction and services through effective internet service **Staff Responsible for Monitoring:** Special education team leader and dept / classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	80%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Virtual Special Education students will receive more effective and targeted instruction due to training. Students will demonstrate increased time on task as measured through GoGuardian and instructional observation. **Strategy's Expected Result/Impact:** Virtual Special Education students will receive more effective and targeted instruction due to training **Staff Responsible for Monitoring:** SPED team leader and dept, administrators **TEA Priorities:** Build a foundation of reading and math			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Special education staff will have team representation on the campus Math Learning Team **Strategy's Expected Result/Impact:** Special education staff will be better informed and more effective in implementing targeted campus instructional strategies developed by curriculum teams **Staff Responsible for Monitoring:** SPED staff, campus learning team coordinator **TEA Priorities:** Build a foundation of reading and math			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Special education staff will consistently meet with and plan instruction with grade level collaborative teams **Strategy's Expected Result/Impact:** Special education instruction will be better aligned with grade level instruction. To measure, special education staff will track student mastery of applicable grade level TEKS. **Staff Responsible for Monitoring:** Administrators, Sped staff, grade level staff **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The percent of Stinson 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 Special Education student group performance will increase from 47% in 2019 to 50% in 2021. The Economically Disadvantaged student group performance will increase from 47% in 2019 to 51% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Track SPED and Economically Disadvantaged student progress through MOY and EOY MAP results with SPED case managers and classroom teachers **Strategy's Expected Result/Impact:** SPED and Economically Disadvantaged students will show improvement over time based on MAP performance. Students not showing appropriate growth will be studied and targeted with teachers. **Staff Responsible for Monitoring:** Administrators, SPED case managers, classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	60%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Use campus funds to hire an adult temp to provide students extra help who are struggling and have a need for additional targeted small group interventions **Strategy's Expected Result/Impact:** Students receiving additional small group instruction will show improvement as measured with MAP over period of time **Staff Responsible for Monitoring:** Administrators, classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	60%	70%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Staff will periodically check with special education or economically disadvantaged remote learners for effective wi-fi access at home **Strategy's Expected Result/Impact:** Students will consistently receive remote instruction and services through effective internet service **Staff Responsible for Monitoring:** Special education team leader and dept / classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	80%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Virtual Special Education students will receive more effective and targeted instruction due to training. Students will demonstrate increased time on task as measured through GoGuardian and instructional observation. **Strategy's Expected Result/Impact:** Virtual Special Education students will receive more effective and targeted instruction due to training **Staff Responsible for Monitoring:** SPED staff, administrators **TEA Priorities:** Build a foundation of reading and math	30%	60%	90%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Special education staff will have team representation on the campus Math Learning Team **Strategy's Expected Result/Impact:** Special education staff will be better informed and more effective in implementing targeted campus instructional strategies developed by curriculum teams. **Staff Responsible for Monitoring:** Sped staff, campus learning team coordinator **TEA Priorities:** Build a foundation of reading and math	100%	100%	100%

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Special education staff will consistently meet with and plan instruction with grade level collaborative teams **Strategy's Expected Result/Impact:** Special education instruction will be better aligned with grade level instruction. To measure, special education staff will track student mastery of applicable grade level TEKS. **Staff Responsible for Monitoring:** Administrators, Sped staff, grade level staff **TEA Priorities:** Build a foundation of reading and math	30%	60%	70%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: 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 Science from 2019 to 2021.

Performance Objective 1: The percent of Stinson students that score Meets grade level or above on STAAR Science 5 will increase from 71% in 2019 to 73% by June 2021. The Special Education student group performance will increase from 46% in 2019 to 48% in 2021. The Economically Disadvantaged student group performance will increase from 55% in 2019 to 59% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Track SPED and Economically Disadvantaged student progress through MOY and EOY MAP results with SPED case managers and classroom teachers **Strategy's Expected Result/Impact:** SPED and Economically Disadvantaged students will show improvement over time based on MAP performance. Students not showing appropriate growth will be studied and targeted with teachers. **Staff Responsible for Monitoring:** Administrators, SPED case managers, classroom teachers **TEA Priorities:** Build a foundation of reading and math	30%	60%	80%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Staff will periodically check with special education or economically disadvantaged remote learners for effective wi-fi access at home **Strategy's Expected Result/Impact:** Students will consistently receive remote instruction and services through effective internet service **Staff Responsible for Monitoring:** Special education team leader and dept / classroom teachers	30%	80%	90%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Virtual Special Education students will receive more effective and targeted instruction due to training. Students will demonstrate increased time on task as measured through GoGuardian and instructional observation. **Strategy's Expected Result/Impact:** Virtual Special Education students will receive more effective and targeted instruction due to training **Staff Responsible for Monitoring:** SPED staff, administrators	30%	60%	90%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Special education staff will have team representation on the campus Science Learning Team **Strategy's Expected Result/Impact:** Special education staff will be better informed and more effective in implementing targeted campus instructional strategies developed by curriculum teams. **Staff Responsible for Monitoring:** Sped staff, campus learning team coordinator	100%	100%	100%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Special education staff will consistently meet with and plan instruction with grade level collaborative teams **Strategy's Expected Result/Impact:** Special education instruction will be better aligned with grade level instruction. To measure, special education staff will track student mastery of applicable grade level TEKS. **Staff Responsible for Monitoring:** Administrators, Sped staff, grade level staff			

 No Progress Accomplished Continue/Modify Discontinue

2020-21 SBIC

Committee Role	Name	Position
Administrator	Michele Taylor	Principal
Non-classroom Professional	Kevin Kennedy	Principal
Parent	Monica Shortino	Parent Member
Parent	Dan Tran	Parent Member
Parent	Tynesha Heard	Parent Member
Parent	Amber Boyd	Parent Member
Parent-Selected by Principal	Stefaniie Marsden	Parent Member
Business Representative	Dina Rogers	Business Representative
Business Representative	JoAnn Roe	Business Representative
Community Representative	Marilyn Brooks	Community Representative
Community Representative	Parul Dumka	Community Representative
District-level Professional	Dan Armstrong	District-level Professional
Support Staff Member	Robin Stokes	Support Staff Member
Faculty Member	Julie Thrift	Faculty Member
Faculty Member	Jenia Cortes	Faculty Member
Faculty Member	Meghana Bellary	Faculty Member
Faculty Member	Kara Torres	Faculty Member
Faculty Member	Lori Sloan	Faculty Member
Faculty Member	Chance George	Faculty Member

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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	58	69	68		82		68	44	45	80	68	77	65	74
2020	60	71	68		82		69	45	47	81	70	77	66	75
2021	62	74	69		83		71	47	50	83	72	78	68	76
2022	65	77	70		84		72	49	54	85	74	79	70	78
2023	69	82	71		85		75	51	59	88	78	80	73	80
2024	74	87	72		86		78	54	65	92	82	81	77	82

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	58	77	70		89		86	47	47	100	77	84	66	80
2020	60	79	70		89		87	48	49	100	78	84	67	81
2021	62	81	71		90		88	50	51	100	79	85	68	81
2022	65	84	71		90		89	52	54	100	81	85	70	82
2023	69	88	72		91		90	54	58	100	83	86	72	84
2024	74	93	73		92		92	57	63	100	86	87	75	85

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

Stinson

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			36		48		10	14	14		22	80	22	102
2019		83	72		77		50	50	29		45	78	55	73
2020		85	72		77		51	51	31		47	78	56	74
2021		88	73		78		53	53	34		49	79	58	75
2022		91	74		79		54	55	38		51	80	60	77
2023		96	75		80		57	57	43		55	81	63	79
2024		100	76		81		60	60	49		59	82	67	81

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

Stinson

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			36		48		10	14	14		22	80	22	102
2019		83	67		88		70	50	36		68	80	64	76
2020		85	67		88		71	51	38		69	80	65	77
2021		87	68		89		72	53	40		70	81	66	77
2022		90	68		89		73	55	43		72	81	68	78
2023		94	69		90		74	57	47		74	82	70	80
2024		99	70		91		76	60	52		77	83	73	81

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

Stinson - 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 56% in 2019 to 58% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
57% 2019 Baseline: 56%	58%	60%	62%	64%

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	25	63	50	*	66	*	60	0	23	*	58	60	48	56
2020	26	65	50	*	66	*	61	1	25	*	59	60	49	57
2021	29	67	51	*	67	*	62	2	28	*	61	61	51	58
2022	32	71	51	*	67	*	64	4	32	*	64	61	53	60
2023	36	75	52	*	68	*	66	7	37	*	67	62	56	62
2024	41	81	54	*	70	*	69	10	43	*	72	64	59	64
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

Stinson - 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 71% in 2019 to 73% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
72% 2019 Baseline: 71%	73%	74%	75%	76%

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	44	33	70	*	82	*	86	46	55	*	67	70	73	71
2020	45	34	70	*	82	*	86	47	56	*	68	70	74	72
2021	48	37	70	*	82	*	87	48	59	*	69	70	75	73
2022	51	39	71	*	83	*	88	50	62	*	70	71	77	74
2023	55	43	71	*	83	*	90	53	66	*	72	71	79	75
2024	60	48	72	*	84	*	92	56	71	*	75	72	82	76
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		