

Plano Independent School District

Renner Middle School

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Plano ISD Mission Statement: Committed to Excellence, Dedicated to Caring, Powered by Learning, Plano ISD Proud

Renner Mission Statement: The mission of Renner Middle School, a shared responsibility of home, school, and community, is to provide an education which nurtures, inspires, and challenges students in their uniqueness, preparing them to be contributing members of society.

Vision

Campus Vision Statement: As a part of our Plano ISD learning community, we will educate, inspire, and empower every student to activate their unique potential in a dynamic world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Renner Middle School is a campus that has grades 6-8 and an enrollment of 1168 students with 51% being male and 49% being female. There are 377 students in the 6th grade, 403 in the 7th grade, and 388 in the 8th grade. The demographic breakdown by ethnicity is: African American (17%), Hispanic (28%), White (31%), Asian (21%), and Two or More Races (4%). The campus has a population of Economically Disadvantaged (30%), English Language Learners (15%), and Special Education (10%).

Campus Programs

The campus has an abundance of programs that include: Peers Assistant Leadership (PALS); Science Fair; Partner's PE; Geography Bee, Math Counts, National Junior Honor Society (NJHS); Math Rocks; Student Council; HOPE Students; Robotics Club

Parent Involvement Opportunities

The campus offers opportunities for parents to be involved. Some of the activities are: Parent Teacher Association (PTA); School-Based Improvement Committee (SBIC); Campus Wellness Team; and Renner MENTors.

Demographics Strengths

Demographic Strengths are duplicated from the 2020-2021 school year as the it ended in an unusual manner due COVID-19.

1. There has been an increase in staff members who speak Spanish who can connect with that community.
2. The student demographics in relation to ethnicity are very diverse and nearly equally represented.
3. There are many student-created clubs and organizations.
4. There is a strong and active PTA with multiple outreach events throughout the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The overall staff race/ethnicity does not match students with only 13% of the staff being part of a minority group compared to 35.8% of students being African American or Hispanic.

Problem Statement 2: Based on the HRS survey, there is a need to have a plan to support "migrant" ESL students as this demographic has increased and are projected to continue increasing.

Problem Statement 3: On the BOY MAP projection for all Reading, Math, and Science, there is a large achievement gap in the "Did Not Meet" performance band between African American(R-19.5%, M- 26.4%, S-26.2%)and Hispanic(R-26.4%, M-34.4%, S-33.3%) students and their White(R-1.8%, M-2.9%, S-2.9%) or Asian(R-0.9%, M-1.9%, S-2.6%) counterparts.

Problem Statement 4: On the BOY MAP projection for all Reading, Math, and Science, there is a large achievement gap in the "Did Not Meet" performance band between English Learners(EL)(R-37.7%, M-38.8%, S-44.1%), Economically Disadvantaged(ED)(R-23.4%, M-27.5%, S-20%), and Special Education(SPED)(R-36.4%, M-47.4%, S-35.7%) students and all student data(R-10.5%, M-15.3%, S-16.1%).

Student Learning

Student Learning Summary

Renner Middle 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

1. In Reading, Renner had 5 out of 9 areas that showed average or above average performance on the MAP Spring assessment.
2. In Math, Renner had 9 out of 9 areas that showed average or above average performance on the MAP Spring assessment.
3. In Science, Renner had 7 out of 9 areas that showed average or above average performance on the MAP Spring assessment.
4. On the 2021 STAAR, Algebra 1 maintained a 100% passing percentage.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: On the 6th grade Reading MAP, overall growth in most quintiles is below the lower bounds and the district. Quintiles 1, 3, and 5 are below the lower bound and the district for projected growth.

Problem Statement 2: On the 8th grade Reading MAP, overall growth in all quintiles is below the lower bounds and the district.

Problem Statement 3: On the 8th grade Reading MAP projection, there is a large gap between the district(avg. 44) and campus(avg. 33) at all performance levels for economically disadvantaged students.

Problem Statement 4 (Prioritized): On the Combined Reading STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(37%) to 2021(16%). Additionally, the Hispanic(32%), African American(23%), SpEd(30%), ED(26%), and EL(16%) populations performed significantly lower than their White(70%) and Asian(83%) counterparts.

Problem Statement 5: On the 6th grade Science MAP, quintiles 1 and 2 are below the lower bound and the district.

Problem Statement 6: On the 8th grade Science MAP, overall growth is slightly above 100%, but less than the district. Quintiles 1, 4, and 5 are below the lower bound and less than the district. Quintile 2 is above 100%, but less than the district.

Problem Statement 7: On the 8th grade Science MAP projection, there is a large gap between the district(71) and campus(59) at the Approaches performance levels for economically disadvantaged students.

Problem Statement 8 (Prioritized): On the Science STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(53%) to 2021(10%). Additionally, the Hispanic(22%), African American(26%), SpEd(39%), ED(17%), and EL(10%) populations performed significantly lower than their White(59%) and Asian(87%) counterparts.

Problem Statement 9: On the 7th grade Math MAP, quintile 4 is lower than the district performance.

Problem Statement 10: On the Combined Math STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(54%) to 2021(15%).

Problem Statement 11 (Prioritized): On the Combined Math STAAR at the Meets proficiency level, the Hispanic(24%), African American(21%), SpEd(23%), ED(21%), and EL (15%) populations performed significantly lower than their White(63%) and Asian(84%) counterparts.

Problem Statement 12: On the Social Studies STAAR for each performance band(Approaches, Meets, and Masters), Renner experienced a decline in student achievement up to 23% from 2019 to 2021.

Problem Statement 13: On the Social Studies STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(33%) to 2021(3%)

Problem Statement 14 (Prioritized): On the Social Studies STAAR at the Meets proficiency level, the Hispanic(9%), African American(5%), SpEd(32%), ED(3%), and EL(3%) populations performed significantly lower than their White(34%) and Asian(63%) counterparts.

School Processes & Programs

School Processes & Programs Summary

The campus master schedule is set up so teachers in the same content/department are able to have their conference periods at the same time. This allows them to meet regularly as a collaborative team to review data, plan for the upcoming lessons, and work with students for remediation. The campus has an advisory period called MUSTang Time. MUSTang Time is a separate class period that falls either 4th or 5th period depending on student grade level. This time allows for teachers to be able to develop relationships with their students in order to support them academically, behaviorally, and emotionally. Tutorials are offered to students before and after school. The campus offers an afternoon bus for those students who do not have transportation home when they finish their afternoon tutorials. Targeted tutorials continue to be a priority for the school this year with additional focus being on how to deliver effective tutorials/remediation in a virtual or hybrid format. Based on campus needs, specific teachers have time built into their schedules where they are able to provide intervention early and often. Vertical teams meet by content area to share strategies that are successful with students from previous years. All collaborative teams have an agenda that is focused on results, based on the four PLC questions and Plano ISD's Collaborative Framework.

School Processes & Programs Strengths

Strengths:

1. There are processes and procedures for intervention within the school day.
2. The campus has incorporated structure and time into the teacher workday so they can focus on data and planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Even with dedicated time available for teachers to meet with their collaborative teams, we are still not effectively meeting all students' needs.

Problem Statement 2: There is not an effective system for utilizing advisory time to support student behavior and academic needs.

Problem Statement 3: The school does not have a campus-wide, established practice for analyzing data to drive instruction.

Perceptions

Perceptions Summary

Overall School climate

39% of teachers and staff feel they do not have time to teach effectively with 10% neither disagreeing or agreeing with this.

28% of teachers and staff felt their team or department's accomplishments have been adequately acknowledged with 10% neither disagreeing nor agreeing with this.

28% of teachers and staff felt their individual accomplishments had not been adequately celebrated with 10% neither disagreeing nor agreeing with this question.

Leadership Team met once a week for the first nine weeks of school to solicit feedback on practices and re-entry.

Discipline

The campus has had a large number of discipline referrals.

Safety

89% of teachers and staff Agree and Strongly Agree that the school is a safe place.

PTA Feedback, Community Feedback

23% of teachers and staff disagree that the school leaders conduct focus group meetings with students, parents, and the community. Parent surveys are regularly sent out in the parent eNews in order to glean feedback on current practices.

Family members are included in campus decisions. The campus PTA board meets regularly.

With the increase of ESL students and Spanish speakers, we must improve community outreach efforts to partner with those parents. Efforts are being made to make sure that campus communication is available in Spanish.

Perceptions Strengths

Strengths:

1. Welcoming office staff who greet everyone who comes in the building.
2. Open door policy to parents and staff members.
3. Parent communication from the teachers and campus, in general (Parent eNews, weekly updates, Remind App).
4. Diverse campus that welcomes everyone.

5. Staff members work hard to connect with their students and support them in and out of their classrooms.

6. Campus has implemented a new discipline referral system that will streamline all discipline.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the BOY HRS Level 1 survey, 39% of the respondents do not believe they have adequate time to teach effectively.

Problem Statement 2: According to the BOY HRS Level 1 survey, 29% of the respondents do not believe their individual or team's accomplishments have been adequately acknowledged or celebrated.

Problem Statement 3: According to the BOY HRS Level 1 survey, 27% of the respondents do not believe school leaders collect opinion data from teachers or staff regarding the functioning of the school.

Problem Statement 4: With the number of English Language Learners and their families continuing to rise, there is a need to increase the campus outreach to meet the needs of that demographic.

Priority Problem Statements

Problem Statement 1: On the Combined Reading STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(37%) to 2021(16%). Additionally, the Hispanic(32%), African American(23%), SpEd(30%), ED(26%), and EL(16%) populations performed significantly lower than their White(70%) and Asian(83%) counterparts.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 3: On the Science STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(53%) to 2021(10%). Additionally, the Hispanic (22%), African American(26%), SpEd(39%), ED(17%), and EL(10%) populations performed significantly lower than their White(59%) and Asian(87%) counterparts.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 2: On the Combined Math STAAR at the Meets proficiency level, the Hispanic(24%), African American(21%), SpEd(23%), ED(21%), and EL(15%) populations performed significantly lower than their White(63%) and Asian(84%) counterparts.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 4: On the Social Studies STAAR at the Meets proficiency level, the Hispanic(9%), African American(5%), SpEd(32%), ED(3%), and EL(3%) populations performed significantly lower than their White(34%) and Asian(63%) counterparts.

Root Cause 4:

Problem Statement 4 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- 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

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices











Goals

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 1: The percent of Renner students that score Meets grade level or above on STAAR ELAR 6-8 will increase from 66% in 2019 to 70% by June 2022. The SPED student group performance will increase from 30% in 2019 to 35% in 2022. The African American student group performance will increase from 30% in 2019 to 37% in 2022. The Hispanic student group performance will increase from 49% in 2019 to 57% in 2022. The ED student group performance will increase from 33% in 2019 to 42% in 2022. The EL student group performance will increase from 40% in 2019 to 46% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

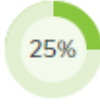









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials to increase student learning performance.</p> <p>Strategy's Expected Result/Impact: To increase students meeting their projected growth on MAP</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p> <p>Funding Sources: adult temps, substitutes, and teacher aids - 282 ESSER III - \$4,500</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers' increased understanding of the 4 PLC questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p> <p>Funding Sources: adult temps, substitutes, and teacher aids - 282 ESSER III - \$4,500</p>	Formative		
	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 2022.

Performance Objective 2: The percent of Renner students that score Meets grade level or above on STAAR Writing 7 will increase from 62% in 2019 to 66% by June 2022. The SPED student group performance will increase from 27% in 2019 to 31% in 2022. The African American student group will increase from 28% in 2019 to 35% in 2022. The Hispanic student group performance will increase from 43% in 2019 to 51% in 2022. The Economically Disadvantaged student group performance will increase from 32% in 2019 to 41% in 2022. The EL student group performance will increase from 44% in 2019 to 50% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials in Writing to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase students meeting their projected growth on MAP</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers' increased understanding of the 4 PLC questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, English Department Head, 6th Grade English Team Lead, 7th Grade English Team Lead, 8th Grade English Team Lead</p>	Formative		
	Nov	Feb	June
			
 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 2022.

Performance Objective 1: The percent of Renner students that score Meets grade level or above on STAAR Math 6-8 will increase from 68% in 2019 to 70% by June 2022. The SPED student group performance will increase from 28% in 2019 to 33% in 2022. The African American student group performance will increase from 33% in 2019 to 40% in 2022. The Hispanic student group performance will increase from 49% in 2019 to 56% in 2022. The ED student group performance will increase from 35% in 2019 to 42% in 2022. The EL student group performance will increase from 51% in 2019 to 55% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials in Math to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase student's math scores on MAP and common formative assessments</p> <p>Staff Responsible for Monitoring: Academic Specialist, Math Department Head, 6th Grade Math Team Lead, 7th Grade Math Team Lead, 8th Grade Math Team Lead</p> <p>Funding Sources: adult temps, substitutes, and teacher aids - 282 ESSER III - \$8,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative Teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers increased understanding of the 4 PLC questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, Math Department Head, 6th Grade Math Team Lead, 7th Grade Math Team Lead, 8th Grade Math Team Lead</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.

Performance Objective 1: The percent of Renner students that score Meets grade level or above on STAAR Science 8 will increase from 64% in 2019 to 67% by June 2022. The SPED student group performance will increase from 25% in 2019 to 29% in 2022. The African American student group performance will increase from 33% in 2019 to 40% in 2022. The Hispanic student group performance will increase from 47% in 2019 to 53% in 2022. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 38% in 2022. The EL student group performance will increase from 53% in 2019 to 56% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective




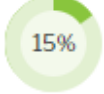
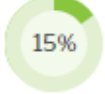





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials in Science to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase student's science scores on MAP and common formative assessments</p> <p>Staff Responsible for Monitoring: Academic Specialist, Science Department Head, 6th Grade Science Team Lead, 7th Grade Science Team Lead, 8th Grade Science Team Lead</p> <p>Funding Sources: adult temps, substitutes, and teacher aids - 282 ESSER III - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers increased understanding of the 4 questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, Science Department Head, 6th Grade Science Team Lead, 7th Grade Science Team Lead, 8th Grade Science Team Lead</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2019 to 2022.

Performance Objective 1: The percent of Renner students that score Meets grade level or above on STAAR Social Studies 8 will increase from 52% in 2019 to 56% by June 2022. The SPED student group performance will increase from 28% in 2019 to 32% in 2022. The African American student group will increase from 20% in 2019 to 27% in 2022. The Hispanic student group performance will increase from 32% in 2019 to 40% in 2022. The Economically Disadvantaged student group performance will increase from 20% in 2019 to 29% in 2022. The EL student group performance will increase from 31% in 2019 to 37% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Targeted tutorials in Social Studies to increase student learning performance</p> <p>Strategy's Expected Result/Impact: To increase student's Social Studies scores on MAP and common formative assessments</p> <p>Staff Responsible for Monitoring: Academic Specialist, Social Studies Department Head, 6th Grade Social Studies Team Lead, 7th Grade Social Studies Team Lead, 8th Grade Social Studies Team Lead</p> <p>Funding Sources: adult temps, substitutes, and teacher aids - 282 ESSER III - \$4,000</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative Teams will meet on a weekly basis following the planning protocols which includes an agenda, data to review, unpacking standards</p> <p>Strategy's Expected Result/Impact: Evidence of teachers increased understanding of the 4 PLC questions and using them</p> <p>Staff Responsible for Monitoring: Academic Specialist, Social Studies Department Head, 6th Grade Social Studies Team Lead, 7th Grade Social Studies Team Lead, 8th Grade Social Studies Team Lead</p>	Formative		
	Nov	Feb	June
			
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Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,220.00
+/- Difference					\$3,220.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,110.00
+/- Difference					\$1,110.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	adult temps, substitutes, and teacher aids		\$4,500.00
1	1	2	adult temps, substitutes, and teacher aids		\$4,500.00
2	1	1	adult temps, substitutes, and teacher aids		\$8,000.00
3	1	1	adult temps, substitutes, and teacher aids		\$4,000.00
4	1	1	adult temps, substitutes, and teacher aids		\$4,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$25,500.00
+/- Difference					\$500.00
Grand Total Budgeted					\$29,830.00
Grand Total Spent					\$25,000.00
+/- Difference					\$4,830.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Renner

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	30	49	76		89		73	30	33	61	40	72	50	66
2020	32	51	76		89		74	31	35	62	42	72	51	67
2021	34	54	77		90		76	33	38	64	44	73	53	68
2022	37	57	78		91		77	35	42	66	46	74	55	70
2023	41	62	79		92		80	37	47	69	50	75	58	72
2024	46	67	80		93		83	40	53	72	54	76	62	74

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	33	49	78		95		71	28	35	75	51	74	55	68
2020	35	51	78		95		72	29	37	76	52	74	56	69
2021	37	53	79		96		73	31	39	77	53	75	57	69
2022	40	56	79		96		74	33	42	79	55	75	59	70
2023	44	60	80		97		75	35	46	81	57	76	61	72
2024	49	65	81		98		77	38	51	84	60	77	64	73

Renner - STAAR Social Studies Grade 8

The percent of 8th grade students that score Meets grade level or above on STAAR Social Studies Grade 8 will increase from 52% in 2019 to 54% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
53% 2019 Baseline: 52%	54%	56%	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	20	32	62	*	77	*	50	28	20	31	31	57	40	52
2020	21	34	62	*	77	*	51	29	22	32	32	57	41	53
2021	24	36	63	*	78	*	52	30	25	34	34	58	43	54
2022	27	40	63	*	78	*	54	32	29	36	37	58	45	56
2023	31	44	64	*	79	*	56	35	34	39	40	59	48	58
2024	36	50	66	*	81	*	59	38	40	42	45	61	51	60
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

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

Renner - STAAR Grade 7 Writing

The percent of 7th grade students that score Meets grade level or above on STAAR Writing Grade 7 will increase from 62% in 2019 to 64% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
63% 2019 Baseline: 62%	64%	66%	68%	70%

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	28	43	68	*	90	*	60	27	32	67	44	68	46	62
2020	29	45	68	*	90	*	61	28	34	68	45	68	47	63
2021	32	47	69	*	91	*	62	29	37	70	47	69	49	64
2022	35	51	69	*	91	*	64	31	41	72	50	69	51	66
2023	39	55	70	*	92	*	66	34	46	75	53	70	54	68
2024	44	61	72	*	94	*	69	37	52	78	58	72	57	70
2019-2021	4	4	1	*	1	*	2	2	5	3	3	1	3	2

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

Renner - STAAR Grade 8 Science

The percent of 8th grade students that score Meets grade level or above on STAAR Science Grade 8 will increase from 64% in 2019 to 66% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
65% 2019 Baseline: 64%	66%	67%	68%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	47	76	*	88	*	44	25	31	62	53	71	47	64
2020	34	48	76	*	88	*	44	26	32	63	54	71	48	65
2021	37	51	76	*	88	*	45	27	35	64	55	71	49	66
2022	40	53	77	*	89	*	46	29	38	66	56	72	51	67
2023	44	57	77	*	89	*	48	32	42	68	58	72	53	68
2024	49	62	78	*	90	*	50	35	47	71	61	73	56	69
2019-2021	4	4	0	*	0	*	1	2	4	2	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

Renner - Algebra 1

The percent of students taking the Algebra I EOC (first time testers and re-testers) that perform at the Meets grade level standard or above will increase from 99% in 2019 to 100% by June 2021.

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	100	100	99	*	100	*	100	*	92	*	100	100	97	99
2021	108	107	100	*	102	*	101	*	100	*	104	101	106	102
2019-2021	8	7	1	8	2	*	1	2	8	9	4	1	9	3

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

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

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

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		
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6th Grade		District	Campus	African American	Hispanic	White	Asian	Special Ed (Current)	Econ Disadv	EL (Current & Monitored)
Grade 6 Reading										
At Approaches Grade Level or Above	2021		75%	58%	54%	90%	93%	32%	55%	38%
	2019	79%	83%	62%	62%	95%	96%	43%	54%	61%
	2018	84%	86%	59%	79%	91%	97%	42%	67%	81%
	2017	82%	82%	63%	73%	89%	92%	*	63%	69%
At Meets Grade Level or Above	2021		50%	17%	30%	68%	76%	23%	23%	11%
	2019	53%	57%	26%	34%	69%	83%	35%	17%	24%
	2018	59%	61%	29%	55%	67%	80%	33%	37%	42%
	2017	57%	58%	28%	40%	70%	76%	*	34%	33%
At Masters Grade Level	2021		30%	6%	17%	41%	52%	10%	14%	7%
	2019	29%	33%	13%	22%	34%	55%	5%	9%	15%
	2018	35%	39%	16%	25%	44%	59%	14%	15%	12%
	2017	34%	36%	13%	21%	44%	55%	*	13%	17%
Grade 6 Mathematics										
At Approaches Grade Level or Above	2021		80%	58%	68%	92%	98%	50%	63%	67%
	2019	88%	90%	79%	81%	95%	98%	62%	74%	77%
	2018	85%	84%	59%	77%	90%	100%	61%	57%	78%
	2017	87%	88%	70%	80%	96%	98%	47%	68%	83%
At Meets Grade Level or Above	2021		53%	17%	30%	77%	84%	27%	21%	17%
	2019	63%	63%	31%	41%	77%	93%	30%	28%	46%
	2018	60%	61%	18%	49%	69%	93%	32%	27%	46%
	2017	63%	65%	36%	54%	74%	92%	33%	37%	58%
At Masters Grade Level	2021		28%	6%	14%	44%	51%	13%	8%	4%
	2019	36%	33%	7%	15%	42%	67%	5%	7%	27%
	2018	30%	33%	7%	20%	35%	66%	12%	8%	20%
	2017	35%	39%	9%	20%	51%	65%	11%	9%	23%

7th Grade		District	Campus	African American	Hispanic	White	Asian	Special Ed (Current)	Econ Disadv	EL (Current & Monitored)
Grade 7 Reading										
At Approaches Grade Level or Above	2021		76%	51%	58%	91%	94%	46%	56%	39%
	2019	86%	89%	62%	81%	96%	99%	50%	71%	81%
	2018	87%	85%	80%	72%	90%	94%	30%	68%	69%
	2017	84%	87%	69%	74%	94%	97%	*	66%	65%
At Meets Grade Level or Above	2021		60%	24%	35%	78%	87%	29%	31%	20%
	2019	66%	71%	27%	56%	81%	92%	31%	43%	49%
	2018	68%	67%	42%	51%	78%	80%	26%	38%	44%
	2017	59%	64%	39%	44%	71%	82%	*	28%	25%
At Masters Grade Level	2021		43%	14%	18%	59%	69%	12%	20%	10%
	2019	46%	50%	10%	30%	60%	76%	14%	17%	32%
	2018	49%	47%	18%	30%	57%	69%	15%	18%	22%
	2017	38%	41%	13%	21%	50%	59%	*	10%	18%
Grade 7 Mathematics										
At Approaches Grade Level or Above	2021		71%	41%	51%	90%	95%	38%	52%	34%
	2019	87%	86%	53%	75%	94%	100%	50%	60%	78%
	2018	87%	84%	63%	72%	93%	97%	37%	65%	77%
	2017	85%	86%	66%	69%	94%	99%	*	61%	65%
At Meets Grade Level or Above	2021		51%	24%	25%	65%	84%	8%	26%	13%
	2019	66%	65%	19%	47%	74%	92%	32%	32%	50%
	2018	65%	63%	26%	42%	73%	92%	18%	26%	50%
	2017	63%	66%	31%	35%	79%	91%	*	20%	30%
At Masters Grade Level	2021		31%	8%	14%	34%	64%	4%	11%	10%
	2019	38%	40%	6%	18%	43%	75%	8%	6%	23%
	2018	41%	41%	8%	19%	47%	75%	8%	10%	38%
	2017	36%	41%	15%	16%	46%	69%	*	11%	16%

7th Grade		District	Campus	African American	Hispanic	White	Asian	Special Ed (Current)	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing At Approaches Grade Level or Above	2021		75%	56%	55%	88%	95%	39%	52%	31%
	2019	80%	85%	54%	72%	94%	99%	49%	59%	69%
	2018	81%	83%	68%	64%	90%	98%	27%	64%	72%
	2017	81%	84%	*	72%	88%	95%	*	*	67%
At Meets Grade Level or Above	2021		51%	26%	17%	73%	85%	17%	23%	10%
	2019	58%	62%	28%	43%	68%	90%	27%	32%	44%
	2018	62%	61%	35%	47%	69%	80%	21%	33%	37%
	2017	56%	57%	*	34%	67%	73%	*	*	18%
At Masters Grade Level	2021		25%	5%	5%	26%	62%	0%	5%	3%
	2019	31%	30%	2%	14%	34%	54%	8%	4%	7%
	2018	31%	29%	11%	13%	38%	40%	12%	6%	14%
	2017	25%	23%	*	9%	28%	41%	*	*	13%

Algebra 1		District	Campus	African American	Hispanic	White	Asian	Special Ed (Current)	Econ Disadv	EL (Current & Monitored)
End of Course Algebra I At Approaches Grade Level or Above	2021		100%	100%	100%	100%	100%	100%	100%	100%
	2019	88%	100%	100%	100%	100%	100%	*	100%	100%
	2018	91%	100%	100%	100%	100%	100%	*	100%	100%
	2017	90%	100%	100%	100%	100%	100%	-	100%	100%
At Meets Grade Level or Above	2021		96%	100%	94%	92%	100%	75%	85%	100%
	2019	69%	99%	100%	100%	99%	100%	*	92%	100%
	2018	72%	97%	89%	100%	97%	98%	*	91%	80%
	2017	65%	97%	100%	100%	97%	95%	-	100%	100%
At Masters Grade Level	2021		76%	88%	71%	71%	96%	50%	46%	100%
	2019	52%	95%	100%	95%	93%	100%	*	83%	100%
	2018	53%	83%	56%	67%	81%	90%	*	55%	80%
	2017	45%	80%	63%	79%	80%	88%	-	63%	92%

8th Grade		District	Campus	African American	Hispanic	White	Asian	Special Ed (Current)	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^										
At Approaches Grade Level or Above	2021		71%	64%	42%	83%	98%	52%	46%	28%
	2019	92%	89%	78%	78%	95%	98%	31%	77%	74%
	2018	92%	93%	81%	85%	98%	100%	52%	82%	76%
	2017	93%	95%	90%	94%	96%	100%	*	88%	93%
At Meets Grade Level or Above	2021		54%	28%	31%	65%	87%	39%	24%	18%
	2019	72%	69%	38%	58%	77%	90%	25%	40%	49%
	2018	66%	68%	37%	51%	79%	88%	32%	33%	30%
	2017	69%	77%	56%	68%	83%	91%	*	55%	60%
At Masters Grade Level	2021		27%	3%	12%	30%	63%	0%	6%	6%
	2019	46%	44%	14%	26%	55%	67%	8%	14%	31%
	2018	41%	40%	18%	24%	48%	58%	0%	12%	14%
	2017	40%	44%	17%	34%	53%	59%	*	20%	23%
Grade 8 Mathematics^										
At Approaches Grade Level or Above	2021		60%	59%	38%	71%	96%	52%	43%	36%
	2019	90%	83%	76%	77%	89%	94%	35%	78%	76%
	2018	89%	88%	82%	83%	90%	100%	35%	85%	76%
	2017	91%	91%	*	89%	91%	100%	*	86%	91%
At Meets Grade Level or Above	2021		35%	21%	16%	47%	84%	33%	16%	14%
	2019	63%	56%	41%	42%	65%	91%	15%	39%	40%
	2018	55%	52%	33%	43%	56%	91%	29%	38%	42%
	2017	56%	59%	*	50%	61%	95%	*	33%	59%
At Masters Grade Level	2021		14%	0%	4%	11%	64%	5%	1%	0%
	2019	23%	25%	16%	6%	26%	73%	9%	7%	20%
	2018	19%	23%	4%	11%	26%	70%	6%	6%	15%
	2017	20%	26%	*	17%	24%	75%	*	7%	23%

8th Grade		District	Campus	African American	Hispanic	White	Asian	Special Ed (Current)	Econ Disadv	EL (Current & Monitored)
Grade 8 Science										
At Approaches Grade Level or Above	2021		72%	58%	39%	89%	98%	57%	38%	24%
	2019	88%	87%	69%	81%	94%	96%	42%	72%	82%
	2018	85%	87%	71%	70%	94%	100%	46%	61%	61%
	2017	85%	86%	74%	76%	92%	95%	*	69%	80%
At Meets Grade Level or Above	2021		49%	26%	22%	59%	87%	39%	17%	10%
	2019	66%	64%	33%	47%	76%	88%	25%	31%	53%
	2018	66%	65%	33%	46%	76%	92%	35%	29%	24%
	2017	62%	62%	30%	48%	70%	82%	*	31%	53%
At Masters Grade Level	2021		28%	5%	11%	34%	59%	17%	8%	7%
	2019	39%	39%	14%	15%	52%	63%	14%	11%	26%
	2018	43%	40%	13%	20%	47%	68%	4%	16%	20%
	2017	31%	30%	6%	18%	34%	55%	*	8%	27%
Grade 8 Social Studies										
At Approaches Grade Level or Above	2021		61%	47%	32%	74%	89%	50%	27%	18%
	2019	83%	79%	56%	71%	84%	95%	36%	55%	66%
	2018	78%	79%	60%	63%	87%	96%	42%	54%	46%
	2017	78%	78%	*	64%	85%	95%	*	57%	73%
At Meets Grade Level or Above	2021		29%	5%	9%	34%	63%	32%	3%	3%
	2019	55%	52%	20%	32%	62%	77%	28%	20%	31%
	2018	51%	49%	27%	30%	55%	73%	27%	24%	20%
	2017	49%	42%	*	30%	45%	66%	*	22%	33%
At Masters Grade Level	2021		18%	3%	5%	22%	46%	27%	2%	3%
	2019	36%	33%	5%	13%	40%	63%	14%	9%	23%
	2018	33%	28%	4%	12%	34%	53%	8%	4%	10%
	2017	31%	22%	*	14%	24%	41%	*	9%	17%

Combined Data		District	Campus	African American	Hispanic	White	Asian	Special Ed (Current)	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading										
At Approaches Grade Level or Above	2021		74%	58%	51%	88%	95%	43%	52%	35%
	2019	85%	87%	68%	74%	95%	98%	41%	67%	72%
	2018	86%	88%	74%	79%	94%	97%	41%	73%	75%
At Meets Grade Level or Above	2021		55%	23%	32%	70%	83%	30%	26%	16%
	2019	65%	66%	30%	49%	76%	89%	30%	33%	40%
	2018	65%	65%	36%	52%	74%	82%	31%	36%	40%
	2017	64%	66%	42%	49%	75%	83%	30%	40%	37%
At Masters Grade Level	2021		33%	8%	16%	43%	61%	7%	13%	8%
	2019	36%	42%	12%	26%	50%	67%	9%	13%	26%
	2018	35%	42%	17%	26%	49%	62%	10%	15%	16%
All Grades Mathematics										
At Approaches Grade Level or Above	2021		70%	53%	52%	84%	96%	47%	53%	46%
	2019	88%	89%	71%	80%	95%	99%	51%	72%	79%
	2018	88%	88%	69%	78%	93%	99%	48%	70%	78%
At Meets Grade Level or Above	2021		46%	21%	24%	63%	84%	23%	21%	15%
	2019	66%	68%	33%	49%	78%	95%	28%	35%	51%
	2018	64%	66%	29%	49%	75%	94%	28%	33%	48%
	2017	63%	70%	40%	50%	79%	93%	35%	35%	54%
At Masters Grade Level	2021		24%	5%	11%	30%	60%	7%	7%	5%
	2019	43%	44%	12%	21%	50%	80%	10%	10%	30%
	2018	40%	42%	8%	21%	49%	76%	11%	10%	27%

ROOT CAUSE ANALYSIS PROTOCOL

10-5-5 Protocol

1. Determine priority problems for each content area as a group; one priority problem per content area.
2. Tackling one priority problem statement at a time, read the problem statement aloud. You need to take a couple of minutes to independently think and brainstorm potential root causes or reasons why this problem might be occurring.
3. Write down your causes or reasons on a copy of the 10-5-5 Protocol worksheet.
4. You will be asked to share your causes or reasons aloud.
5. Circle the one cause or reason you believe has the highest explanatory reason to the identified problem statement.
6. You will share the cause or reason you identified that has the highest explanatory reason first. Each person will share their highest reason.
7. We will repeat the process until all ideas have been shared.
8. Is there anyone who would like clarification regarding a cause or reason that was listed?
9. Regroup any causes or reasons they feel have some elements that could go together or have a similar theme (i.e. Teacher apathy + Teacher burnout)

Two Circles Protocol

10. Look at the causes or reasons that were presented from the lens of what the campus or district can control and whether the campus or district can only influence.
11. Decide which WHYS are items that the campus can control or influence (fill them in on the chart).

5 WHYS Protocol

12. Look at the causes or reasons on the control side of the Two Circles Protocol worksheet.
13. As a team, choose the one cause or reason that has the strongest causal factor related to the problem statement to analyze further.
14. What are possible answers why the selected cause or reason has a strong causal factor on the occurring problem? Document responses on the 5 WHYS Protocol worksheet.
 - a. Ex: ineffective planning –List reasons WHY there is ineffective planning
 - i. teachers not aware/understand standards
 - ii. lack of understanding of formative/summative assessments
 - b. NOTE – Step 13 may be repeated for the next causes/reasons the group feels may have a strong impact on the problem statement.
15. Draft a Potential Root Cause Statement that directly impacts the problem statement and document it on the 5 WHYS Protocol worksheet.
- 16.

CNA Problem Statements:

A. Reading Performance

1	On the 6th grade Reading MAP, overall growth in most quintiles is below the lower bounds and the district. Quintiles 1, 3, and 5 are below the lower bound and the district for projected growth.
2	On the 8th grade Reading MAP, overall growth in all quintiles is below the lower bounds and the district.
3	On the 8th grade Reading MAP projection, there is a large gap between the district(avg. 44) and campus(avg. 33) at all performance levels for economically disadvantaged students.
4	On the Combined Reading STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(37%) to 2021(16%). Additionally, the Hispanic(32%), African American(23%), SpEd(30%), ED(26%), and EL(16%) populations performed significantly lower than their White(70%) and Asian(83%) counterparts.

B. Science Performance

1	On the 6th grade Science MAP, quintiles 1 and 2 are below the lower bound and the district.
2	On the 8th grade Science MAP, overall growth is slightly above 100%, but less than the district. Quintiles 1, 4, and 5 are below the lower bound and less than the district. Quintile 2 is above 100%, but less than the district.
3	On the 8th grade Science MAP projection, there is a large gap between the district(71) and campus(59) at the Approaches performance levels for economically disadvantaged students.
4	On the Science STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(53%) to 2021(10%). Additionally, the Hispanic(22%), African American(26%), SpEd(39%), ED(17%), and EL(10%) populations performed significantly lower than their White(59%) and Asian(87%) counterparts.

C. Math Performance

1	On the 7th grade Math MAP, quintile 4 is lower than the district performance.
2	On the Combined Math STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(54%) to 2021(15%).
3	On the Combined Math STAAR at the Meets proficiency level, the Hispanic(24%), African American(21%), SpEd(23%), ED(21%), and EL(15%) populations performed significantly lower than their White(63%) and Asian(84%) counterparts.

D. Social Studies Performance

1	On the Social Studies STAAR for each performance band(Approaches, Meets, and Masters), Renner experienced a decline in student achievement up to 23% from 2019 to 2021.
2	On the Social Studies STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(33%) to 2021(3%)
3	On the Social Studies STAAR at the Meets proficiency level, the Hispanic(9%), African American(5%), SpEd(32%), ED(3%), and EL(3%) populations performed significantly lower than their White(34%) and Asian(63%) counterparts.

Reading Root Cause Analysis

Problem Statement:	On the Combined Reading STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(37%) to 2021(16%). Additionally, the Hispanic(32%), African American(23%), SpEd(30%), ED(26%), and EL(16%) populations performed significantly lower than their White(70%) and Asian(83%) counterparts.
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10, 5, 5 Protocol

The purpose of this activity is to brainstorm possible reasons (*root causes*) why a problem may be occurring. Working independently, identify 2 – 5 reasons why this problem is occurring. We will then share reasons and complete this protocol as a group activity.

Possible reasons	
1	Increase in population
2	Increase in technology distractions
3	Lack of diverse books regarding their culture and life; low stamina for reading
4	Home life/lack of education at home
5	All things COVID
6	Language barrier; not speaking english at home during covid
7	classroom size
8	Lack of language support
9	Lack of resources--students lost access to print materials due to COVID, both in the classroom, library, and outside of school. The way students interact with technology vs. print resources means they are more easily distracted by technology and that understanding may be affected.
10	lack of support at home due to single parents/working parents
11	their friend group at school all speaks spanish so they aren't using english as much
12	unfortunately (no blame to us) teachers enable by grouping spanish speakers together so they aren't using the english in class
13	
14	with the frustration of not knowing the language, some kids likely go into give up mode and don't attempt questions; apathy
15	differences in education from native country vs here; length of day, emphasis and importance
16	just because they speak english doesn't mean they can read and write spanish, so even translated documents aren't understood and as helpful as they could
17	Students using behavior to mask knowledge gaps, then missing class time for behavior issues.
18	On-campus students who took STAAR in 2021 didn't attend full time.
19	Lack of confidence in self

READING - Two Circles Protocol- Control and Influence

Control	Influence
Increase in technology distractions Lack of (PERCEIVED) diverse books/reading stamina Lack of resources due to COVID Friend groups all speak Spanish	Home life/education emphasis Speaking English at home Lack of support at home

READING - 5 WHYs Protocol

Why_Lack of (PERCEIVED) diverse books

Possible answer: . . .

- Not enough built in time to expose students to book choices
- Unaware/lack of knowledge about variety of resources available to them, largely due to COVID
- students never experienced book they make a connection to (“hate reading”)
- (More) dedicated time to separate from technology and read what they want
- Need to find way to promote a variety of books

Why_Lack of reading stamina

Possible answer: . . .

- not enough built in time for SSR ←new advisory schedule should help with this. Could part of the routine include book talks prepared by Katie?
- need to foster a culture of readers
- lack of structured, scaffolded approach to actively building stamina from curriculum
- Dedicated time to separate from technology and read what they want

Why_

Possible answer: . . .

Why_

Possible answer: . . .

Why_

Possible answer: . . .

Math Root Cause Analysis

Problem Statement:	On the Combined Math STAAR at the Meets proficiency level, the Hispanic(24%), African American(21%), SpEd(23%), ED(21%), and EL(15%) populations performed significantly lower than their White(63%) and Asian(84%) counterparts.
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10, 5, 5 Protocol

The purpose of this activity is to brainstorm possible reasons (*root causes*) why a problem may be occurring. Working independently, identify 2 – 5 reasons why this problem is occurring. We will then share reasons and complete this protocol as a group activity.

Possible reasons	
1	lack of vocabulary
2	significant gaps in knowledge from previous year(s)
3	Perception of math being “too hard” or that they will “never be good at it”
4	varying importance of education among different cultures
5	Parent support at home (lack of)
6	No ESL Math Class
7	Large class sizes
8	technology as a distraction
9	lack of basic skills (multiplication/division) because they can use their phone as a calculator
10	language barrier-numbers may be universal but the instruction of how to use the numbers is not
11	STAAR math tests are mostly word problems and are written at a higher reading level than current grade level
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MATH - Two Circles Protocol- Control and Influence

Control	Influence
<ul style="list-style-type: none"> ● Vocabulary Building ● ESL supports provided through district (Sekerak has asked for these from Whitney Evans) 	<ul style="list-style-type: none"> ● Parent Support at home ● SEL- Growth mindset ● Varying importance of education ● Technology in the classroom

MATH - 5 WHYs Protocol

Why_Lack of basic math skills

Possible answer: . . . There are significant gaps in previous years knowledge, which compound yearly to create the lack of basic math skills

Why_Lack of parent support at home

Possible answer: . . . Parents struggled in math and are unable to help/motivate their children to do better. They foster the idea that math is tough and it is ok to struggle.

Why_Lack of ESL support

Possible answer: . . . Teachers struggle to find a balance between ESL and non-ESL students during class periods. They rely heavily on the ESL students to teach each other.

Why_Lack of critical thinking skills

Possible answer: . . . Students have never been taught how to be critical thinkers. In math if they do not understand they shut down instead of trying to look or think of things in different ways.

Why_Lack of understanding and interpreting questions

Possible answer: . . . The STAAR test is written at grade levels way above the grade the students are currently in.

Science Root Cause Analysis

Problem Statement:	On the Science STAAR at the Meets proficiency level, the EL population lost significant gains from 2017(53%) to 2021(10%). Additionally, the Hispanic(22%), African American(26%), SpEd(39%), ED(17%), and EL(10%) populations performed significantly lower than their White(59%) and Asian(87%) counterparts.
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10, 5, 5 Protocol

The purpose of this activity is to brainstorm possible reasons (*root causes*) why a problem may be occurring. Working independently, identify 2 – 5 reasons why this problem is occurring. We will then share reasons and complete this protocol as a group activity.

Possible reasons	
1	Language deficiency
2	students don't know procedures, or aren't following procedure which leads to boredom or time to talk and do other things/unwanted behaviors
3	lack of esl support
4	lack of exposure to higher level opportunities
5	technology distractions/reliance
6	vocabulary
7	importance on education
8	SEL
9	consistency with school norms compared to home
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SCIENCE - Two Circles Protocol- Control and Influence

Control	Influence
understanding procedures lack of esl support (strategies, trainings, tool kit) access to higher level reliance on technology vocabulary SEL importance on education (at school)	Language deficiency consistency with norms at school compared to home importance on education (at home)

SCIENCE - 5 WHYs Protocol

Why_Understanding procedures

Possible answer: . . . routines not established or inconsistent

Why_lack of esl support

Possible answer: . . . teachers unwilling (or feel they don't have time) to learn or believe they can still help even though they don't speak the language

<p>Why_importance on education</p> <p>Possible answer: not seeing the value in their education towards possible careers, cultural importance on education,</p>
<p>Why_Vocabulary</p> <p>Possible answer: . . . not enough repetition, needs more pictures to help connect vocab</p>
<p>Why_reliance on technology</p> <p>Possible answer: . . . its easy, its harder to learn the language</p>

Social Studies Root Cause Analysis

Problem Statement:	On the Social Studies STAAR at the Meets proficiency level, the Hispanic(9%), African American(5%), SpEd(32%), ED(3%), and EL(3%) populations performed significantly lower than their White(34%) and Asian(63%) counterparts.
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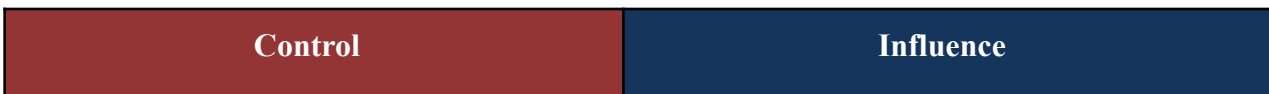
10, 5, 5 Protocol

The purpose of this activity is to brainstorm possible reasons (*root causes*) why a problem may be occurring. Working independently, identify 2 – 5 reasons why this problem is occurring. We will then share reasons and complete this protocol as a group activity.

Possible reasons	
1	Reading comprehension affects interpretation of test materials
2	parental influence on the 'accuracy' of history
3	Relevant-How does this relate to me

4	Engagement-Kagan Strategies
5	Academic vocabulary
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SOCIAL STUDIES - Two Circles Protocol- Control and Influence



try reading comprehension Strategies for analyzing documents Vocabulary	parental view of history relevancy
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SOCIAL STUDIES - 5 WHYs Protocol

Why_ Relevancy

Possible answer: If you don't understand why a topic applies to you or affects your life, you don't prioritize your understanding of that topic. You focus on the things that FEEL like they matter . . .

Why_ parental influence

Possible answer: students trust their parents FIRST are coming from a non-neutral mental space on some topics. It is tricky to present material without being viewed as conflicting their parents

Why_ Vocabulary

Possible answer: Students don't understand more advanced vocabulary so when their teacher uses it, their are gaps in their understanding. If those words appear on assessment they don't know what the question is asking.

Why_ reading comprehension

Possible answer: . . . IF you are reading for information and your reading skills are still so low that you can't extract information from what you read, you can't find the relevant points.

Why_ Strategies

Possible answer: . . . Strategies for looking at primary and secondary documents can help students analyze the documents for understanding.