

Plano Independent School District

Rice Middle School

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Rice Middle School is an accepting, nurturing, safe community where students are given the freedom to learn and grow as responsible individuals.

Vision

In pursuit of excellence

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Rice 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 13% of African American sixth grade students, 44% of African American seventh grade students, and 36% of African American eighth grade students scored meets expectations on Reading STAAR.

Problem Statement 2 (Prioritized): 36% of SPED students met grade level in writing.

Problem Statement 3 (Prioritized): 17% of sixth grade students served by Special Education, 38% of seventh grade students served by Special Education, and 17% of eighth grade students served by Special Education met expectations on Math STAAR.

Problem Statement 4 (Prioritized): 29% of students served by special education met expectations on Science STAAR.

Problem Statement 5 (Prioritized): 10% of eighth grade students served by Special Education met expectations on Social Studies STAAR.

Problem Statement 6 (Prioritized): The African American scores for the reading STAAR declined from 2016/2017 - 2020/2021 school years (6th grade declined from 80% to 50%; 7th grade declined from 93% to 69%; 8th grade declined from 100% to 70%).

Priority Problem Statements

Problem Statement 1: 13% of African American sixth grade students, 44% of African American seventh grade students, and 36% of African American eighth grade students scored meets expectations on Reading STAAR.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 36% of SPED students met grade level in writing.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 17% of sixth grade students served by Special Education, 38% of seventh grade students served by Special Education, and 17% of eighth grade students served by Special Education met expectations on Math STAAR.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 29% of students served by special education met expectations on Science STAAR.

Root Cause 4:

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 10% of eighth grade students served by Special Education met expectations on Social Studies STAAR.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The African American scores for the reading STAAR declined from 2016/2017 - 2020/2021 school years (6th grade declined from 80% to 50%; 7th grade declined from 93% to 69%; 8th grade declined from 100% to 70%).

Root Cause 6:

Problem Statement 6 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
- 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
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices







Goals







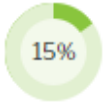





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.









Performance Objective 1: The percent of Rice students that score Meets grade level or above on STAAR Reading 6-8 will increase from 87% in 2019 to 89% by June 2021. The Special Education student group performance will increase from 45% in 2019 to 48% in 2021. The African American student group performance will increase from 55% in 2019 to 59% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair</p> <p>Problem Statements: Student Learning 1, 2, 6</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will break down priority-essential standards to facilitate their understanding of the depth and complexity of each standard.</p> <p>Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair</p> <p>Problem Statements: Student Learning 1, 2, 6</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning.</p> <p>Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair</p> <p>Problem Statements: Student Learning 1, 2, 6</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair</p> <p>Problem Statements: Student Learning 1, 2, 6</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will use common formative assessments, district interim assessments, and summative assessments to identify and plan for reteaching.</p> <p>Strategy's Expected Result/Impact: By analyzing data to determine which standards students did or did not master, teachers are able to provide appropriate reteaching opportunities to help students master standards that they previously did not master.</p> <p>Staff Responsible for Monitoring: ELAR Department Chair</p> <p>Problem Statements: Student Learning 1, 2, 6</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: During advisory, intervention will be provided for students who failed STAAR reading, math, and/or science STAAR.</p> <p>Strategy's Expected Result/Impact: By providing students who failed STAAR intervention each week, students' learning gaps may be filled and improve their academic achievement in those areas of need.</p> <p>Staff Responsible for Monitoring: Assistant Principal. Academic Specialist</p> <p>Problem Statements: Student Learning 1, 2, 6</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Targeted STAAR tutorials will be provided in the spring for students who made Did Not Meet and/or Approaches on math or reading STAAR.</p> <p>Strategy's Expected Result/Impact: By providing STAAR-targeted tutorials to students who scored Did Not Meet or Approaches on STAAR, we improve students' understanding of both tested concepts and overall test-taking strategies. Thus, we improve students' likelihood of passing STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Specialist</p> <p>Problem Statements: Student Learning 1, 2, 6</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Administrators will provide substitutes for extended planning</p> <p>Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: 1 sub per intervention teacher (4 teachers) each 9 Weeks Grading Period for planning purposes. \$121 per day per sub. - 282 ESSER III - \$1,936</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:


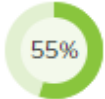





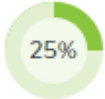

Student Learning
<p>Problem Statement 1: 13% of African American sixth grade students, 44% of African American seventh grade students, and 36% of African American eighth grade students scored meets expectations on Reading STAAR.</p>
<p>Problem Statement 2: 36% of SPED students met grade level in writing.</p>
<p>Problem Statement 3: 17% of sixth grade students served by Special Education, 38% of seventh grade students served by Special Education, and 17% of eighth grade students served by Special Education met expectations on Math STAAR.</p>
<p>Problem Statement 4: 29% of students served by special education met expectations on Science STAAR.</p>
<p>Problem Statement 5: 10% of eighth grade students served by Special Education met expectations on Social Studies STAAR.</p>
<p>Problem Statement 6: The African American scores for the reading STAAR declined from 2016/2017 - 2020/2021 school years (6th grade declined from 80% to 50%; 7th grade declined from 93% to 69%; 8th grade declined from 100% to 70%).</p>











Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.



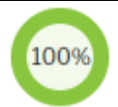




Performance Objective 1: The percent of Rice students that score Meets grade level or above on STAAR Math 6-8 will increase from 90% in 2019 to 91% by June 2021. The Special Education student group performance will increase from 35% in 2019 to 38% in 2021. The African American student group performance will increase from 64% in 2019 to 68% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will break down priority-essential standards to facilitate their understanding of the depth and complexity of each standard.</p> <p>Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning.</p> <p>Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will use common formative assessments, district interim assessments, and summative assessments to identify and plan for reteaching.</p> <p>Strategy's Expected Result/Impact: By analyzing data to determine which standards students did or did not master, teachers are able to provide appropriate reteaching opportunities to help students master standards that they previously did not master.</p> <p>Staff Responsible for Monitoring: Math Department Chair</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: During advisory, intervention will be provided for students who failed STAAR reading, math, and/or science STAAR.</p> <p>Strategy's Expected Result/Impact: By providing students who failed STAAR intervention each week, students' learning gaps may be filled and improve their academic achievement in those areas of need.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Specialist</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Targeted STAAR tutorials will be provided in the spring for students who made Did Not Meet and/or Approaches on math or reading STAAR.</p> <p>Strategy's Expected Result/Impact: By providing STAAR-targeted tutorials to students who scored Did Not Meet or Approaches on STAAR, we improve students' understanding of both tested concepts and overall test-taking strategies. Thus, we improve students' likelihood of passing STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Specialist</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Administrators will provide substitutes for extended planning</p> <p>Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: Substitute provided for math intervention teachers (1 per teacher per nine weeks) 4 teachers total. - 282 ESSER III - \$1,936</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:










Student Learning
<p>Problem Statement 1: 13% of African American sixth grade students, 44% of African American seventh grade students, and 36% of African American eighth grade students scored meets expectations on Reading STAAR.</p> <p>Problem Statement 2: 36% of SPED students met grade level in writing.</p> <p>Problem Statement 3: 17% of sixth grade students served by Special Education, 38% of seventh grade students served by Special Education, and 17% of eighth grade students served by Special Education met expectations on Math STAAR.</p> <p>Problem Statement 4: 29% of students served by special education met expectations on Science STAAR.</p> <p>Problem Statement 5: 10% of eighth grade students served by Special Education met expectations on Social Studies STAAR.</p> <p>Problem Statement 6: The African American scores for the reading STAAR declined from 2016/2017 - 2020/2021 school years (6th grade declined from 80% to 50%; 7th grade declined from 93% to 69%; 8th grade declined from 100% to 70%).</p>





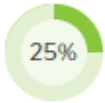







Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2022.



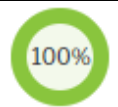




Performance Objective 1: The percent of Rice students that score Meets grade level or above on STAAR Science 8 will increase from 88% in 2019 to 90% by June 2021. The Special Education student group performance will increase from 20% in 2019 to 22% in 2021. The African American student group performance will increase from 53% in 2019 to 57% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will break down priority-essential standards to facilitate their understanding of the depth and complexity of each standard.</p> <p>Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning.</p> <p>Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will use common formative assessments, district interim assessments, and summative assessments to identify and plan for reteaching.</p> <p>Strategy's Expected Result/Impact: By analyzing data to determine which standards students did or did not master, teachers are able to provide appropriate reteaching opportunities to help students master standards that they previously did not master.</p> <p>Staff Responsible for Monitoring: Science Department Chair</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: During advisory, intervention will be provided for students who failed STAAR reading, math, and/or science STAAR.</p> <p>Strategy's Expected Result/Impact: By providing students who failed STAAR intervention each week, students' learning gaps may be filled and improve their academic achievement in those areas of need.</p> <p>Staff Responsible for Monitoring: Academic Specialist, Assistant Principal</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Targeted STAAR review will be provided in the spring for students to prepare them for the STAAR.</p> <p>Strategy's Expected Result/Impact: By providing STAAR review to students, we improve students' recall of both tested concepts and improve overall test-taking strategies. Thus, we improve students' likelihood of passing and/or achieving Masters STAAR.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Academic Specialist</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Nov	Feb	June
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Administrators will provide substitutes for extended planning</p> <p>Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p> <p>Funding Sources: Substitute provided for science intervention teachers (1 per teacher per nine weeks) 1 teacher - 282 ESSER III - \$484</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







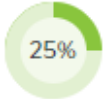


Student Learning
<p>Problem Statement 1: 13% of African American sixth grade students, 44% of African American seventh grade students, and 36% of African American eighth grade students scored meets expectations on Reading STAAR.</p> <p>Problem Statement 2: 36% of SPED students met grade level in writing.</p> <p>Problem Statement 3: 17% of sixth grade students served by Special Education, 38% of seventh grade students served by Special Education, and 17% of eighth grade students served by Special Education met expectations on Math STAAR.</p> <p>Problem Statement 4: 29% of students served by special education met expectations on Science STAAR.</p> <p>Problem Statement 5: 10% of eighth grade students served by Special Education met expectations on Social Studies STAAR.</p> <p>Problem Statement 6: The African American scores for the reading STAAR declined from 2016/2017 - 2020/2021 school years (6th grade declined from 80% to 50%; 7th grade declined from 93% to 69%; 8th grade declined from 100% to 70%).</p>














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 Rice students that score Meets grade level or above on STAAR Social Studies 8 will increase from 87% in 2019 to 89% by June 2021. The Special Education student group performance will increase from 20% in 2019 to 22% in 2021. The African American student group will increase from 53% in 2019 to 57% in 2021.

Evaluation Data Sources: 2020-21 Social Studies STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will identify priority-essential standards by nine weeks.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to discuss how to improve instruction both horizontally and vertically on priority-essential standards; and thus, improve student achievement on these standards.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will break down priority-essential standards to facilitate their understanding of the depth and complexity of each standard.</p> <p>Strategy's Expected Result/Impact: Breaking down standards allows teachers to have a deeper understanding of the TEKS ; consequently, teachers are more likely to teach the standards as intended at each grade level. This level of accuracy in teaching ensures instructional time is used wisely and should result in improved student achievement.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will analyze summative assessments and district interim assessments prior to unit planning.</p> <p>Strategy's Expected Result/Impact: Analyzing assessments prior to planning ensures teachers are aware of language, question format, depth, etc., of the questions on the assessment and that they prepare students appropriately to demonstrate mastery on that assessment.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will monitor progress using formative and summative assessments such as district interim assessments, MAP, etc.</p> <p>Strategy's Expected Result/Impact: By monitoring student progress on formative and summative assessments, teachers know which students need additional tutorials, reteach, etc., in order to master the objectives. It allows for teachers to be targeted in their support of student achievement.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will use common formative assessments, district interim assessments, and summative assessments to identify and plan for reteaching.</p> <p>Strategy's Expected Result/Impact: By analyzing data to determine which standards students did or did not master, teachers are able to provide appropriate reteaching opportunities to help students master standards that they previously did not master.</p> <p>Staff Responsible for Monitoring: Social Studies Department Chair</p> <p>Problem Statements: Student Learning 5</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Administrators will provide substitutes for extended planning</p> <p>Strategy's Expected Result/Impact: Extended planning allows teachers to ensure targeted support for students who have experienced unfinished learning.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5, 6</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: 13% of African American sixth grade students, 44% of African American seventh grade students, and 36% of African American eighth grade students scored meets expectations on Reading STAAR.</p>
<p>Problem Statement 2: 36% of SPED students met grade level in writing.</p>
<p>Problem Statement 3: 17% of sixth grade students served by Special Education, 38% of seventh grade students served by Special Education, and 17% of eighth grade students served by Special Education met expectations on Math STAAR.</p>
<p>Problem Statement 4: 29% of students served by special education met expectations on Science STAAR.</p>
<p>Problem Statement 5: 10% of eighth grade students served by Special Education met expectations on Social Studies STAAR.</p>

Student Learning

Problem Statement 6: The African American scores for the reading STAAR declined from 2016/2017 - 2020/2021 school years (6th grade declined from 80% to 50%; 7th grade declined from 93% to 69%; 8th grade declined from 100% to 70%).

2021-2022 Site Based Improvement Committee

Committee Role	Name	Position
Administrator	Angela Ewing	Assistant Principal
Administrator	Christopher Glasscock	Principal
Administrator	Jordan Mullins	Assistant Principal
Non-classroom Professional	Maggie Jimenez	School Counselor
Classroom Teacher	Miriam Ruiz	LOTE Teacher
Non-classroom Professional	Sarena Edwards	School Counselor
Non-classroom Professional	Jennifer Penny	Academic Specialist
Classroom Teacher	Russ Robertson	Social Studies Teacher
Classroom Teacher	Hannah Brosam	Science Teacher
Community Representative	Evan Dolezal	Executive Director of International Sales, UPS
Parent	Todd Boone	Community Member
Business Representative	Vivianna Hito	Owner, Jersey Mikes
Classroom Teacher	Mande Young	Fine Arts Teacher
District-level Professional	Jayne Lynch	ESL Facilitator
Community Representative	Bruce Glasscock	Community Member
Classroom Teacher	Sarah Ronan	Teacher, ELAR
Classroom Teacher	Jennifer York	MTSS Team Leader

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					\$1,470.00
+/- Difference					\$1,470.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$330.00
+/- Difference					\$330.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	1 sub per intervention teacher (4 teachers) each 9 Weeks Grading Period for planning purposes. \$121 per day per sub.		\$1,936.00
2	1	8	Substitute provided for math intervention teachers (1 per teacher per nine weeks) 4 teachers total.		\$1,936.00
3	1	8	Substitute provided for science intervention teachers (1 per teacher per nine weeks) 1 teacher		\$484.00
Sub-Total					\$4,356.00
Budgeted Fund Source Amount					\$6,400.00
+/- Difference					\$2,044.00
Grand Total Budgeted					\$8,200.00
Grand Total Spent					\$4,356.00
+/- Difference					\$3,844.00

Addendums

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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