

# Plano Independent School District

## Otto Middle School

2021-2022



**Board Approval Date:** November 3, 2021

# Mission Statement

We exist to establish a strong foundational knowledge, instill social awareness, and build servant leadership skills that will open opportunities and create a ripple effect of positive change.

## Vision

Every student will become an academic & social leader by meeting or exceeding their expected MAP growth and serving as a positive role model in their decisions and interactions with others.

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# Comprehensive Needs Assessment

Revised/Approved: September 24, 2021

## Demographics

### Demographics Summary

Otto Middle School is a Title 1 school with an enrollment of 1,021 students. The ethnic diversity of the school has seen slight shifts over the last couple of years with Hispanic students now comprising 27% and African American students at 13% of the student body. The SPED population decreased slightly to 10% and the economically disadvantaged population decreased to 31%. The ESL population is now 22%, an increase of 4% over last year. Sixth grade is our smallest population of the three grades with 312 students, while 7th and 8th grade are very close in size with 349 and 352 students, respectively.

### Demographics Strengths

- Ethnically diverse staff that is reflective of the student body
- Low mobility rate
- Strong parent & community support
- Strong PTSA organization that has doubled in size this year with over 450 members
- Inclusive student culture
- Culture of cohesion between diverse socioeconomic levels

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Campus staff need to ensure that cohesiveness and inclusivity are prioritized within academics, student activities, and interactions. **Root Cause:** ESL, Hispanic and African American student populations are continuing to slowly increase each year.

# Student Learning

## Student Learning Summary

Due to the altered school environment last year, only 85% of the student body completed their STAAR exams. This, coupled with a disproportionate representation of participating sub-populations, makes analysis of student performance with STAAR data difficult and is not an accurate baseline for growth projections. To continue progress toward HB3, 2021-2022 goals will use the Fall 2019 STAAR results as our baseline.

Otto continues to set individual goals for each student group, with the expectation of high standards and narrowing the gap between each group and the All Students group. If a student group is below the All Students group, that student group's goal is, by 2024, to narrow the performance gap by half, as well as to meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

With a high percentage of students in hybrid and virtual learning, learning gaps within the different ethnic groups have increased (see chart).

Percentage of students who met Approaches on STAAR by year and ethnicity

Grade 6 Math	Hispanic	AA	Eco Dis	ESL	SPED	White
2019 - 2020	73	86	78	80	63	94
2020 - 2021	57	60	57	46	24	82
2019 - 2020 Gap	-21	-8	-16	-14	-31	
2020 - 2021 Gap	-25	-22	-25	-36	-58	
Gap Change	-4	-14	-9	-22	-27	

Grade 6 Reading	Hispanic	AA	Eco Dis	ESL	SPED	White
2019 - 2020	57	81	69	66	43	83
2020 - 2021	56	59	54	41	14	85
2019 - 2020 Gap	-26	-2	-14	-17	-40	
2020 - 2021 Gap	-29	-26	-31	-44	-71	
Gap Change	-3	-24	-17	-27	-31	

Grade 7 Math	Hispanic	AA	Eco Dis	ESL	SPED	White
2019 - 2020	73	74	72	75	42	93
2020 - 2021	47	60	52	40	30	85
2019 - 2020 Gap	-20	-19	-21	-18	-51	
2020 - 2021 Gap	-38	-25	-33	-45	-55	
Gap Change	-18	-6	-12	-27	-4	

Grade 7 Reading	Hispanic	AA	Eco Dis	ESL	SPED	White
2019 - 2020	75	88	75	76	53	91
2020 - 2021	59	57	60	47	30	85
2019 - 2020 Gap	-16	-3	-16	-15	-38	
2020 - 2021 Gap	-26	-28	-25	-38	-55	
Gap Change	-10	-25	-9	-23	-17	

Grade 8 Math	Hispanic	AA	Eco Dis	ESL	SPED	White
2019 - 2020	74	79	82	74	44	97
2020 - 2021	43	35	44	37	29	71
2019 - 2020 Gap	-23	-18	-15	-23	-53	
2020 - 2021 Gap	-28	-36	-27	-34	-42	
Gap Change	-5	-18	-12	-11	11	

Grade 8 Reading	Hispanic	AA	Eco Dis	ESL	SPED	White
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Grade & Reading	Hispanic	AA	ELL/LLS	ESL	SPED	White
2019 - 2020	82	93	87	75	51	95
2020 - 2021	72	85	69	29	11	89
2019 - 2020 Gap	-13	-2	-8	-20	-44	
2020 - 2021 Gap	-17	-4	-20	-60	-78	
Gap Change	-4	-2	-12	-40	-34	

### Student Learning Strengths

- Science exceeded projected growth and exceeded district growth in all grades
- African American students have the highest percentage of students who met growth projections in 8th grade math and an overall gap of only 5% across all grade levels
- On STAAR, Social Studies exceeded district performance
- Overall, Reading exceeded the district in the number of students who met growth by 14%
- In Reading, students in quintile 5 achieved 72% of their projected growth and exceeded district growth by 7%
- The highest performing students in Reading met only 33% of their projected growth, however, they did exceed district growth by 15%.
- In Math, the students who are performing on-level and above met their projected growth and were on-par with the district. Those students who are performing below grade level met 72% of their projected growth and were 18% below district performance
- Emphasis on a growth mindset with students in classes and advisory promotes the pursuit of challenge, builds perseverance, and instills the perception of failure as a springboard for growth.
- ESL students are performing well on the TELPAS exam in all areas except speaking. They need additional opportunities in all courses to speak both student to student and while using recording devices.
- Otto has a strong ESL department which conducts teacher training for instructional strategies multiple times throughout the year. Their focus this year will be on helping teachers to incorporate speaking opportunities for ESL students.
- Goal setting is conducted with students using MAP growth projections to create an awareness of their strengths and areas for growth, instill a growth mindset, recognition of gains, and increasing self-confidence.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The performance gaps for all sub-populations have significantly widened over the 2020-2021 school year. **Root Cause:** The altered learning environment during the year significantly limited the ability for teachers to reach students and conduct vital differentiation, intervention, and tutoring sessions.

**Problem Statement 2 (Prioritized):** The staff needs continued training and support in identifying and supporting the needs of the economically disadvantaged, ESL, and special education student populations. **Root Cause:** The ESL population on campus is continuing to grow along with the learning gaps for all sub-populations.

**Problem Statement 3 (Prioritized):** On the TELPAS exam, students are not able to achieve Advanced High and exit the ESL program due to low speaking scores. **Root Cause:** Students need increased opportunities to speak within all classes and greater comfort level with the technology and speaking in high-stakes situations.

# School Processes & Programs

## School Processes & Programs Summary

The campus has a proud history of placing emphasis on initiatives that promote a healthy, positive, and inclusive culture. These initiatives include utilizing PBIS and CHAMPS, promoting a 'PAWSitive' culture, behavior and achievement awards, and Bobcat Bucks. Students can earn Bobcat Bucks for academic achievement, exhibiting a growth mindset, showing respect, or helping someone. These can be redeemed in our weekly Bobcat Store.

Due to the altered learning environment over the last year, the campus will place emphasis on re-implementing the PBIS and CHAMPS strategies with fidelity. This will help Otto to rebuild and reinforce its strong school climate and culture through positive reinforcement. In partnership with the district, Otto will also implement a campus-wide MTSS program. This will provide a structured identification process and a targeted support system for struggling students.

In conjunction with HB4545, the campus is utilizing MAP data to identify student-specific areas of low growth and low-performing TEKS. These students will be assigned to tutorials that are targeted to increasing growth and mastery specific to their academic needs.

The campus advisory period is a separate class that provides time for students to build relationships, set goals, focus on social-emotional learning strategies, and access teachers for tutorials and remediation.

PLC's have been an integral part of the campus to align planning and instruction. This year, greater focus will be placed on utilizing formative data to assess student growth and mastery, share effective instructional strategies, collaboratively monitor Tier 2 and Tier 3 students, and monitor the effectiveness of intervention efforts.

## School Processes & Programs Strengths

- New teachers have expressed they feel welcome and supported due to the campus culture and the strong new teacher mentor program.
- The Activity Bus program, which provides early and late bus runs, is providing students the ability to attend targeted tutorials, who would otherwise have access
- The campus has a strong Social Emotional Learning (SEL) focus that promotes positive social interactions and relationship building
- Bobcat Advisory provides students the opportunity to focus on building SEL skills, attend tutorials during the school day, and time for teachers to provide targeted remediation
- Emphasis on collaborative planning within all core subjects is a continuing campus initiative

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Co-teaching teams are struggling with synergy and working collaboratively to support each other and their students. **Root Cause:** Co-teaching is new process for most of our teams. They need relationship building opportunities and training on the different co-teaching strategies and effective structures.

**Problem Statement 2 (Prioritized):** Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth. **Root Cause:** With a large number of new teachers on campus and the atypical planning needs of last year, the teachers need training on PLC protocols and processes.



# Perceptions

## Perceptions Strengths

Per the results of the HRS survey conducted with staff, they feel:

Otto is a safe and orderly environment with clear rules and procedures in place

They know the emergency procedures for the school and how to implement them

PLC teams and structures are in place that enable collaborative planning and data analysis to drive instructional decisions

They feel they have a way to provide input and feedback regarding systems and processes used within the campus

Their accomplishments and achievements are celebrated at all levels

Time is managed in a manner that maximizes instruction

Budgets are managed appropriately to ensure teachers have access to the instructional-related materials they need

Otto benefits from very strong parent and community support.

## Problem Statements Identifying Perceptions Needs

### Problem Statement 1:

There is a need for opportunities where parents can meet with campus administration through live sessions such as Facebook Live, Zoom, or possibly face-to-face events. **Root Cause:** During the current stressful and changing times faced by students and parents, they need timely information, access to ask questions and feel heard

**Problem Statement 2 (Prioritized):** SEL activities, outreach, and team building activities are needed for the staff at Otto. **Root Cause:** The staff is overwhelmed and is not feeling connected. There is a lot of transition that comes with new campus leadership which can create uncertainty and anxiety.

# Priority Problem Statements

**Problem Statement 1:** The performance gaps for all sub-populations have significantly widened over the 2020-2021 school year.

**Root Cause 1:** The altered learning environment during the year significantly limited the ability for teachers to reach students and conduct vital differentiation, intervention, and tutoring sessions.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 5:** Co-teaching teams are struggling with synergy and working collaboratively to support each other and their students.

**Root Cause 5:** Co-teaching is new process for most of our teams. They need relationship building opportunities and training on the different co-teaching strategies and effective structures.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 2:** The staff needs continued training and support in identifying and supporting the needs of the economically disadvantaged, ESL, and special education student populations.

**Root Cause 2:** The ESL population on campus is continuing to grow along with the learning gaps for all sub-populations.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth.

**Root Cause 3:** With a large number of new teachers on campus and the atypical planning needs of last year, the teachers need training on PLC protocols and processes.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 6:** SEL activities, outreach, and team building activities are needed for the staff at Otto.

**Root Cause 6:** The staff is overwhelmed and is not feeling connected. There is a lot of transition that comes with new campus leadership which can create uncertainty and anxiety.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 4:** On the TELPAS exam, students are not able to achieve Advanced High and exit the ESL program due to low speaking scores.

**Root Cause 4:** Students need increased opportunities to speak within all classes and greater comfort level with the technology and speaking in high-stakes situations.

**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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, 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.
- Section 504 data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

## Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: October 11, 2021







**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 the STAAR Math assessment.








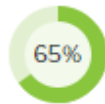

**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR Math 6-8 will increase from 74% in 2019 to 76% by June 2022. The Special Education student group performance will increase from 25% in 2019 to 30% in June 2022. The Hispanic student group performance will increase from 45% in 2019 to 52% by June 2022. The English Learner student group performance will increase from 50% in 2019 to 54% by June 2022.








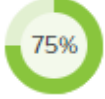

### HB3 Goal








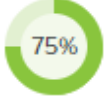

**Evaluation Data Sources:** 2021-2022 Math STAAR

**Summative Evaluation:** Some progress made toward meeting Objective





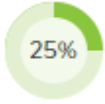




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The math team will implement differentiation strategies, which will include word walls, CUBES, interactive notebooks, small group instruction and targeted tutorials.</p> <p><b>Strategy's Expected Result/Impact:</b> Word walls will help students see patterns and relationships with vocabulary while CUBES will help students learn how to break down word problems into actionable steps. Interactive notebooks will promote independent thinking, metacognition, organization, and increased confidence in academic skills.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Math PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Collaborate with Special Education and EL support staff to design and implement effective teaching and intervention strategies for EL and SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional learning opportunities for staff that are designed to meet the specific needs of underperforming student sub-populations.</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, EL Department Head, SPED Department Head</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			








Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Incorporate Lead4Ward Field Guides and strategies into lesson development to design instruction that proactively addresses common student mistakes, targets key vocabulary terms, deepens connections with the content, increases engagement, and incorporates elements that provide familiarity with high-stakes assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Meaningful instructional planning that includes strategies targeted to academic needs and that fosters academic growth and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Math PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Math department will enhance the capacity of their PLC teams by placing focus on utilizing formative data to assess student growth and mastery, share effective instructional strategies, collaboratively monitor Tier 2 and Tier 3 students, and monitor the effectiveness of intervention efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance and growth through instruction that is responsive and adaptive to student learning needs</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Math PLC leads, PLC Liaison, Instructional Coach, and Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Provide targeted tutorials outside of the school day designed to address individual student's low-performing TEKS and areas of needed growth. Students will be identified thru progress monitoring using Math MAP, formative, and summative assessments.</p> <p>4 Teachers will be compensated \$38.50 per hour for 22 sessions = \$5,082</p> <p>3 Adult temps, aides, or substitutes will be compensated \$28.00 per hour for 22 sessions = \$2,772</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in performance gaps between sup-population groups along with overall increased academic performance on NWEA MAP, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Academic Specialist, Instructional Coach, and administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Title 1 Extra Duty - 282 ESSER III - \$7,854</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Use of Title 1 funds for the campus instructional coach, PLC liaison, and an administrator to attend the Solution Tree workshop, 'Coaching Collaborative Teams in PLC's.' The content in this workshop will enable campus leadership to implement coaching best practices that will support PLC teams in building collective responsibility and a consistent focus on results to ensure all students acquire essential skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased PLC capacity to meet student academic needs. Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, PLC Liaison, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$689</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Title 1 funding to pay for a teacher, outside of the school day, to monitor the student growth and achievement data of HB4545 interventions and to make recommendations for adjustments to student plans, as needed, to ensure HB4545 students meet their expected academic growth.</p> <p>1 Teacher will be compensated \$38.50 per hour = \$1,694</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, Instructional Coach, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Adult temps, substitutes, or aides - 282 ESSER III - \$1,694</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p>4 Teachers will be compensated \$38.50 per hour for 16 sessions = \$3696</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Math Department Head, Academic Specialist, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 282 ESSER III - \$3,696</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthening teacher pedagogy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$77,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Use of Title 1 funds for a Title 1 Teacher who will provide academic support in math to underperforming students to help the students attain and maintain academic success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Academic Specialist, Math Department Head, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$74,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Conduct professional development for co-teaching teams focusing on structures, strategies, balancing classroom management, and building synergy between teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teacher partnerships and increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, SPED department head, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$2,731</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> The provision of targeted tutorials, designed to address low-performing TEKS and identified areas of growth, will be conducted outside of the school day. Therefore, snacks will be provided for students during the tutorial timeframe.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic achievement facilitated through greater student engagement and focus</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team, Academic Specialist, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide extended day planning to interpret formative assessments and unit assessment data to plan and adjust Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Math department head, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Provide professional development on the use of cooperative and interactive instructional strategies to create greater engagement, help differentiate instruction, and deepen understanding and mastery of the content. All student groups will benefit with the greatest potential impact on closing achievement gaps for SPED, ELL, and Hispanic student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Math department head, Instructional Coach, Academic Specialist, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$9,048</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Use of Title 1 funding to provide each PLC team time to meet one-on-one with a Solution Tree PLC consultant. Teams will review their current processes and procedures with the consultant and receive direct feedback for adjustments and improvements that will help increase the effectiveness of their planning time. By developing strong PLC teams, our teachers will have the support, collaborative environment, and data-driven strategies needed to provide effective instruction designed to meet the needs of all learners and close achievement gaps for our ELL, SPED and Hispanic sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,125</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> The performance gaps for all sub-populations have significantly widened over the 2020-2021 school year. <b>Root Cause:</b> The altered learning environment during the year significantly limited the ability for teachers to reach students and conduct vital differentiation, intervention, and tutoring sessions.</p>
<p><b>Problem Statement 2:</b> The staff needs continued training and support in identifying and supporting the needs of the economically disadvantaged, ESL, and special education student populations. <b>Root Cause:</b> The ESL population on campus is continuing to grow along with the learning gaps for all sub-populations.</p>
<p><b>Problem Statement 3:</b> On the TELPAS exam, students are not able to achieve Advanced High and exit the ESL program due to low speaking scores. <b>Root Cause:</b> Students need increased opportunities to speak within all classes and greater comfort level with the technology and speaking in high-stakes situations.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth. <b>Root Cause:</b> With a large number of new teachers on campus and the atypical planning needs of last year, the teachers need training on PLC protocols and processes.</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 ELAR.







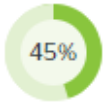


**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR Reading 6-8 will increase from 68% in 2019 to 72% by June 2022. The Special Education student group performance will increase from 22% in 2019 to 27% in June 2022. The Hispanic student group performance will increase from 38% in 2019 to 46% by June 2022. The English Learner student group performance will increase from 34% in 2019 to 40% by June 2022.





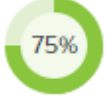




**HB3 Goal**




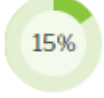



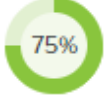

**Evaluation Data Sources:** 2021-2022 Reading STAAR





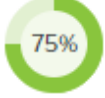




**Summative Evaluation:** Some progress made toward meeting Objective




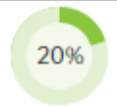
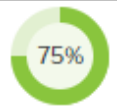








Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize Digital Carousel, QReads, and targeted station work to increase academic achievement in reading skills and strategies, which will include inferencing, summarizing, identifying the main idea, context clues, and the author's purpose.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased comprehension and analytical skills. Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, ELAR PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate strategies to teach students the process of annotating and marking texts and model purposeful annotation strategies, which will aid in comprehension across content areas and increase the depth of analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Annotation and reading comprehension strategies help students to more fully engage with the material, which leads to a deeper understanding of the text and increases their ability to think critically.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, ELAR PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement weekly revising and editing mini-lessons to model and teach grammar and convention rules.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will understand and apply grammar and convention rules on specified texts.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, ELAR PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The ELAR department will enhance the capacity of their PLC teams by placing focus on utilizing formative data to assess student growth and mastery, share effective instructional strategies, collaboratively monitor Tier 2 and Tier 3 students, and monitor the effectiveness of intervention efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance and growth through instruction that is responsive and adaptive to student learning needs</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, ELAR PLC Leads, PLC Liaison, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Incorporate Lead4Ward Field Guides and strategies into lesson development to design instruction that proactively addresses common student mistakes, targets key vocabulary terms, deepens connections with the content, increases engagement, and incorporates elements that provide familiarity with high-stakes assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Meaningful instructional planning that includes strategies targeted to academic needs and that fosters academic growth and achievement</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, ELAR PLC leads, and Instructional Specialist</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide targeted tutorials outside of the school day designed to address individual student's low-performing TEKS and areas of needed growth. Students will be identified thru progress monitoring using Math MAP, formative, and summative assessments.</p> <p>4 Teachers will be compensated \$38.50 per hour for 22 sessions = \$5,082  3 Adult temps, aides, or substitutes will be compensated \$28.00 per hour for 22 sessions = \$2,772</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in performance gaps between sup-population groups along with overall increased academic performance on NWEA MAP, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, Academic Specialist, Instructional Coach and administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 282 ESSER III - \$7,854</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Through cross-curricular collaboration with Social Studies, implement AVID 'Marking the Text' strategies which ask students to think critically about their reading, decipher essential information, and decrease the time it takes to read and isolate important information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance and reading comprehension as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, Social Studies Department Head, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Use of Title 1 funds for the campus instructional coach, PLC liaison, and an administrator to attend the Solution Tree workshop, 'Coaching Collaborative Teams in PLC's.' The content in this workshop will enable campus leadership to implement coaching best practices that will support PLC teams in building collective responsibility and a consistent focus on results to ensure all students acquire essential skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased PLC capacity to meet student academic needs. Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, PLC Liaison, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$689</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Title 1 funding to pay for a teacher, outside of the school day, to monitor the student growth and achievement data of HB4545 interventions and to make recommendations for adjustments to student plans, as needed, to ensure HB4545 students meet their expected academic growth.</p> <p>1 Teacher will be compensated \$38.50 per hour = \$1,694</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, Instructional Coach, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 282 ESSER III - \$1,694</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Use Title 1 funding to pay for Edulastic teacher licenses, providing a digital assessment tool for campus-level formative assessments. The program will provide immediate results on student progress and the ability to pinpoint concepts and TEKS that require additional supports by individual teacher and the team as a whole.</p> <p><b>Strategy's Expected Result/Impact:</b> Data analysis with standard-specific feedback that will increase the ability for teachers to develop targeted instruction that will meet students' learning and academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, Instructional Coach, PLC Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Edulastic Licenses - 211 Title I, Part A - \$1,600</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, Instructional Coach, Academic Specialist, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthened teacher pedagogy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Conduct professional development for co-teaching teams focusing on structures, strategies, balancing classroom management, and building synergy between teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teacher partnerships and increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach, SPED Department Head, and administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$2,730</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Collaborate with Special Education and EL support staff to design and implement effective teaching and intervention strategies for EL and SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional learning opportunities for staff that are designed to meet the specific needs of underperforming student sub-populations.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, EL Department Head, SPED Department Head</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Provide extended day planning to interpret formative assessments and unit assessment data to plan and adjust Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR department head, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 16 Details	Formative Reviews		
<p><b>Strategy 16:</b> Provide professional development on the use of cooperative and interactive instructional strategies to create greater engagement, help differentiate instruction, and deepen understanding and mastery of the content. All student groups will benefit with the greatest potential impact on closing achievement gaps for SPED, ELL, and Hispanic student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR department head, Instructional Coach, Academic Specialist, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$9,047</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 17 Details	Formative Reviews		
<p><b>Strategy 17:</b> Use of Title 1 funding to provide each PLC team time to meet one-on-one with a Solution Tree PLC consultant. Teams will review their current processes and procedures with the consultant and receive direct feedback for adjustments and improvements that will help increase the effectiveness of their planning time. By developing strong PLC teams, our teachers will have the support, collaborative environment, and data-driven strategies needed to provide effective instruction designed to meet the needs of all learners and close achievement gaps for our ELL, SPED and Hispanic sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach and Administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,125</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



## Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** The performance gaps for all sub-populations have significantly widened over the 2020-2021 school year. **Root Cause:** The altered learning environment during the year significantly limited the ability for teachers to reach students and conduct vital differentiation, intervention, and tutoring sessions.

**Problem Statement 2:** The staff needs continued training and support in identifying and supporting the needs of the economically disadvantaged, ESL, and special education student populations. **Root Cause:** The ESL population on campus is continuing to grow along with the learning gaps for all sub-populations.

**Problem Statement 3:** On the TELPAS exam, students are not able to achieve Advanced High and exit the ESL program due to low speaking scores. **Root Cause:** Students need increased opportunities to speak within all classes and greater comfort level with the technology and speaking in high-stakes situations.

### School Processes & Programs

**Problem Statement 1:** Co-teaching teams are struggling with synergy and working collaboratively to support each other and their students. **Root Cause:** Co-teaching is new process for most of our teams. They need relationship building opportunities and training on the different co-teaching strategies and effective structures.

**Problem Statement 2:** Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth. **Root Cause:** With a large number of new teachers on campus and the atypical planning needs of last year, the teachers need training on PLC protocols and processes.





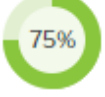

**Goal 3:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on the STAAR Science assessment.










**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR Science 8 will increase from 71% in 2019 to 74% by June 2022. The Special Education student group performance will increase from 15% in 2019 to 19% in June 2022. The Hispanic student group performance will increase from 39% in 2019 to 45% by June 2022. The English Learner student group performance will increase from 33% in 2019 to 36% by June 2022.







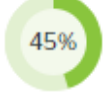


**HB3 Goal**










**Evaluation Data Sources:** 2021-2022 Science STAAR








**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement digital tools and applications, such as Modified Frayer Model and Interactive Vocabulary Notebooks, that incorporate visual strategies to facilitate the acquisition of academic language.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the acquisition and mastery of content vocabulary and increase academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head, Science PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize interactive notebooks that enable students to connect their previous knowledge to new learning and to promote connections between academic material and real world applications.</p> <p><b>Strategy's Expected Result/Impact:</b> Interactive notebooks promote independent thinking, metacognition, confidence in academic skills, organization, and better performance on assessments, which will increase academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head, Science PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with Special Education and EL support staff to design and implement effective teaching and intervention strategies targeted to the learning needs of these student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head, EL Department Head, SPED Department Head</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Incorporate Lead4Ward Field Guides and strategies into lesson development to design instruction that proactively addresses common student mistakes, targets key vocabulary terms, deepens connections with the content, increases engagement, and incorporates elements that provide familiarity with high-stakes assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Meaningful instructional planning that includes strategies targeted to academic needs and that fosters academic growth and achievement</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head, Science PLC leads, and Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The Science department will enhance the capacity of their PLC teams by placing focus on utilizing formative data to assess student growth and mastery, share effective instructional strategies, collaboratively monitor Tier 2 and Tier 3 students, and monitor the effectiveness of intervention efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance and growth through instruction that is responsive and adaptive to student learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Science department head, PLC Liaison, Instructional Coach, and Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Use of Title 1 funds for the campus instructional coach, PLC liaison, and an administrator to attend the Solution Tree workshop, 'Coaching Collaborative Teams in PLC's.' The content in this workshop will enable campus leadership to implement coaching best practices that will support PLC teams in building collective responsibility and a consistent focus on results to ensure all students acquire essential skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased PLC capacity to meet student academic needs. Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, PLC Liaison, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$689</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthening teacher pedagogy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Use Title 1 funding to pay for Edulastic teacher licenses, providing a digital assessment tool for campus-level formative assessments. The program will provide immediate results on student progress and the ability to pinpoint concepts and TEKS that require additional supports by individual teacher and the team as a whole.</p> <p><b>Strategy's Expected Result/Impact:</b> Data analysis with standard-specific feedback that will increase the ability for teachers to develop targeted instruction that will meet students' learning and academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head, Instructional Coach, PLC Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Edulastic Licenses - 211 Title I, Part A - \$700</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Science Department Head, Academic Specialist, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Provide extended day planning to interpret formative assessments and unit assessment data to plan and adjust Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Science department head, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide professional development on the use of cooperative and interactive instructional strategies to create greater engagement, help differentiate instruction, and deepen understanding and mastery of the content. All student groups will benefit with the greatest potential impact on closing achievement gaps for SPED, ELL, and Hispanic student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Science department head, Instructional Coach, Academic Specialist, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Use of Title 1 funding to provide each PLC team time to meet one-on-one with a Solution Tree PLC consultant. Teams will review their current processes and procedures with the consultant and receive direct feedback for adjustments and improvements that will help increase the effectiveness of their planning time. By developing strong PLC teams, our teachers will have the support, collaborative environment, and data-driven strategies needed to provide effective instruction designed to meet the needs of all learners and close achievement gaps for our ELL, SPED and Hispanic sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach and Administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,125</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The performance gaps for all sub-populations have significantly widened over the 2020-2021 school year. <b>Root Cause:</b> The altered learning environment during the year significantly limited the ability for teachers to reach students and conduct vital differentiation, intervention, and tutoring sessions.</p>
<p><b>Problem Statement 2:</b> The staff needs continued training and support in identifying and supporting the needs of the economically disadvantaged, ESL, and special education student populations. <b>Root Cause:</b> The ESL population on campus is continuing to grow along with the learning gaps for all sub-populations.</p>
<p><b>Problem Statement 3:</b> On the TELPAS exam, students are not able to achieve Advanced High and exit the ESL program due to low speaking scores. <b>Root Cause:</b> Students need increased opportunities to speak within all classes and greater comfort level with the technology and speaking in high-stakes situations.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth. <b>Root Cause:</b> With a large number of new teachers on campus and the atypical planning needs of last year, the teachers need training on PLC protocols and processes.</p>







**Goal 4:** 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 the STAAR Social Studies assessment.










**Performance Objective 1:** The percent of students that score Meets grade level or above on STAAR Social Studies 8 will increase from 62% in 2019 to 66% by June 2022. The Special Education student group performance will increase from 12% in 2019 to 14% in June 2022. The Hispanic student group performance will increase from 33% in 2019 to 41% by June 2022. The English Learner student group performance will increase from 28% in 2019 to 34% by June 2022.

**HB3 Goal**





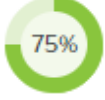


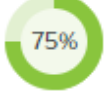
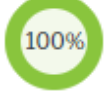
**Evaluation Data Sources:** 2021-2022 Social Studies STAAR










**Summative Evaluation:** Some progress made toward meeting Objective





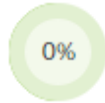





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize interactive notebooks that enable students to connect their previous knowledge to new learning and to promote connections between academic material and real world applications.</p> <p><b>Strategy's Expected Result/Impact:</b> Interactive notebooks promote independent thinking, metacognition, confidence in academic skills, organization, and better performance on assessments, which will increase academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head, Social Studies PLC Leads, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Incorporate digital and other tools to teach students the process of annotating and marking texts and model purposeful annotation strategies, which will aid in comprehension across content areas and increase the depth of analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> Annotation and reading comprehension strategies help students to more fully engage with the material, which leads to a deeper understanding of the text and increases their ability to think critically.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head, Social Studies PLC Leads, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Collaborate with Special Education and EL support staff to design and implement effective teaching and intervention strategies targeted to the learning needs of these student populations.</p> <p><b>Strategy's Expected Result/Impact:</b> With the incorporation of intentional learning opportunities that are designed to meet the specific needs of students, the students are better able to connect with and master the content.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head, EL Department Head, SPED Department Head</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> The Social Studies department will enhance the capacity of their PLC teams by placing focus on utilizing formative data to assess student growth and mastery, share effective instructional strategies, collaboratively monitor Tier 2 and Tier 3 students, and monitor the effectiveness of intervention efforts.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head, Social Studies PLC Leads, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Incorporate Lead4Ward Field Guides and strategies into lesson development to design instruction that proactively addresses common student mistakes, targets key vocabulary terms, deepens connections with the content, increases engagement, and incorporates elements that provide familiarity with high-stakes assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Meaningful instructional planning that includes strategies targeted to academic needs and that fosters academic growth and achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head, Social Studies PLC Leads, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			



Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Through cross-curricular collaboration with ELAR, implement AVID 'Marking the Text' strategies which ask students to think critically about their reading, decipher essential information, and decrease the time it takes to read and isolate important information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance and reading comprehension as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department Head, Social Studies Department Head, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Use Title 1 funding to pay for Edulastic teacher licenses, providing a digital assessment tool for campus-level formative assessments. The program will provide immediate results on student progress and the ability to pinpoint concepts and TEKS that require additional supports by individual teacher and the team as a whole.</p> <p><b>Strategy's Expected Result/Impact:</b> Data analysis with standard-specific feedback that will increase the ability for teachers to develop targeted instruction that will meet students' learning and academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head, Instructional Coach, PLC Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Edulastic Licenses - 211 Title I, Part A - \$700</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Department Head, Academic Specialist, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthened teacher pedagogy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
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Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Use of Title 1 funds for the campus instructional coach, PLC liaison, and an administrator to attend the Solution Tree workshop, 'Coaching Collaborative Teams in PLC's.' The content in this workshop will enable campus leadership to implement coaching best practices that will support PLC teams in building collective responsibility and a consistent focus on results to ensure all students acquire essential skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased PLC capacity to meet student academic needs. Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, PLC Liaison, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Provide extended day planning to interpret formative assessments and unit assessment data to plan and adjust Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies department head, Instructional Coach, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Provide professional development on the use of cooperative and interactive instructional strategies to create greater engagement, help differentiate instruction, and deepen understanding and mastery of the content. All student groups will benefit with the greatest potential impact on closing achievement gaps for SPED, ELL, and Hispanic student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies department head, Instructional Coach, Academic Specialist, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Use of Title 1 funding to provide each PLC team time to meet one-on-one with a Solution Tree PLC consultant. Teams will review their current processes and procedures with the consultant and receive direct feedback for adjustments and improvements that will help increase the effectiveness of their planning time. By developing strong PLC teams, our teachers will have the support, collaborative environment, and data-driven strategies needed to provide effective instruction designed to meet the needs of all learners and close achievement gaps for our ELL, SPED and Hispanic sub-populations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach and Administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 211 Title I, Part A - \$1,125</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> The performance gaps for all sub-populations have significantly widened over the 2020-2021 school year. <b>Root Cause:</b> The altered learning environment during the year significantly limited the ability for teachers to reach students and conduct vital differentiation, intervention, and tutoring sessions.</p>
<p><b>Problem Statement 2:</b> The staff needs continued training and support in identifying and supporting the needs of the economically disadvantaged, ESL, and special education student populations. <b>Root Cause:</b> The ESL population on campus is continuing to grow along with the learning gaps for all sub-populations.</p>
<p><b>Problem Statement 3:</b> On the TELPAS exam, students are not able to achieve Advanced High and exit the ESL program due to low speaking scores. <b>Root Cause:</b> Students need increased opportunities to speak within all classes and greater comfort level with the technology and speaking in high-stakes situations.</p>










## School Processes & Programs








**Problem Statement 2:** Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth. **Root Cause:** With a large number of new teachers on campus and the atypical planning needs of last year, the teachers need training on PLC protocols and processes.

**Goal 5:** Every student will become a social leader by serving as a positive role model in their decisions and interactions with others.

**Performance Objective 1:** All students will have an increased ability to utilize a growth mindset, manage emotions, and exhibit leadership behavior that will lead to positive peer and academic experiences.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All teachers will utilize Second Step SEL curriculum lessons weekly during Bobcat Academy to teach growth mindset skills, social-emotional management, and to facilitate social connectedness.</p> <p><b>Strategy's Expected Result/Impact:</b> Help students manage strong emotions, make good decisions, avoid or de-escalate conflict, and create healthy friendships</p> <p><b>Staff Responsible for Monitoring:</b> SEL Coordinator, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Develop and implement campus-wide SEL strategies and activities for students and staff that addresses current social emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased social emotional capacity in students and staff as well as a safe and inclusive campus culture.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Coordinator, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Train staff on the use of CHAMPs and Positive Behavior Intervention Strategies (PBIS) to support a safe and positive environment that is conducive to learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic engagement, students and staff valuing diversity, and respectful behavior between staff and students and student to student.</p> <p><b>Staff Responsible for Monitoring:</b> Foundations Team, SEL coordinator, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use positive behavior strategies to promote a positive learning environment focused on growth and academic achievement such as Platinum Cards, Bobcat Bucks, and achievement awards.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduction in behavior referrals and increase in positive referrals</p> <p><b>Staff Responsible for Monitoring:</b> Foundations Team, administrative team</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> SEL activities, outreach, and team building activities are needed for the staff at Otto. <b>Root Cause:</b> The staff is overwhelmed and is not feeling connected. There is a lot of transition that comes with new campus leadership which can create uncertainty and anxiety.</p>

# Site-Based Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Kelly Foster	Assistant Principal
Administrator	Mark Kelly	Assistant Principal
Administrator	Amy Robison	Principal
Non-classroom Professional	Yamicii Wilson	Title I Campus Coach
Classroom Teacher	Jefferie Thielbar	Science Department Head
Classroom Teacher	Lindsey Blue	Math Department Head
Classroom Teacher	Zarinah Hayes	English Department Head
Classroom Teacher	Jaimi Boutemy De Guislain	Social Studies Department Head
Classroom Teacher	Jena Aspden	SEL Campus Coordinator
Campus Professional, Non-teaching	Michael Dover	Special Education Department Head
District-level Professional	Fern Johnson	Digital Learning Specialist
Non-classroom Professional	Rachel Paxton	Academic Specialist
Campus Professional, Non-teaching	Nikole Roberson	Lead Counselor
Classroom Teacher	Verna Franco	ESL Classroom Teacher
Support Staff Member	Norma Jones	Parent Involvement Liaison
Community Representative	Adriana White	Community Member
Community Representative	Billy Schewee	Community Member
Business Representative	Katherine Mathes	Business Representative
Business Representative	Sabrina Bala	Business Representative
Parent-Selected by PTSA	Sandhya Seshadri	Parent-Selected by PTSA
Parent	Eric Black	Parent
Parent	Hsiang-Yin Chen	Parent
Parent	Kameka Goodall	Parent
Parent	Prabhakaran Balasubramaniam	Parent
Parent	Tynesha Heard	Parent
Community Representative	Fawn Henderson	Community Member

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,060.00
<b>+/- Difference</b>					\$3,060.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,170.00
<b>+/- Difference</b>					\$1,170.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$689.00
1	1	9			\$77,500.00
1	1	10			\$74,000.00
1	1	11			\$2,731.00
1	1	12			\$500.00
1	1	14			\$9,048.00
1	1	15			\$1,125.00
2	1	8			\$689.00
2	1	10	Edulastic Licenses		\$1,600.00
2	1	13			\$2,730.00
2	1	16			\$9,047.00
2	1	17			\$1,125.00
3	1	6			\$689.00
3	1	8	Edulastic Licenses		\$700.00
3	1	12			\$1,125.00



211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	Edulastic Licenses		\$700.00
4	1	13			\$1,125.00
<b>Sub-Total</b>					\$185,123.00
<b>Budgeted Fund Source Amount</b>					\$186,240.00
<b>+/- Difference</b>					\$1,117.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Title 1 Extra Duty		\$7,854.00
1	1	7	Adult temps, substitutes, or aides		\$1,694.00
1	1	8			\$3,696.00
2	1	6			\$7,854.00
2	1	9			\$1,694.00
<b>Sub-Total</b>					\$22,792.00
<b>Budgeted Fund Source Amount</b>					\$27,950.00
<b>+/- Difference</b>					\$5,158.00
<b>Grand Total Budgeted</b>					\$218,420.00
<b>Grand Total Spent</b>					\$207,915.00
<b>+/- Difference</b>					\$10,505.00

# 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><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	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"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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