

Plano Independent School District

Memorial Elementary

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Memorial Elementary will empower students to become successful, global, lifelong learners in a supportive, safe, and culturally responsive environment.

Vision

Memorial Elementary will model grit, growth mindset, caring, collaboration, excellence in learning, and hope.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Memorial CNA Demographic CNA

Whole staff activity

List the strengths you see in our demographic data:

Other Group: Overall, our attendance rate is in line with the District

Attendance for Hispanic students and economically disadvantages are higher than district and state averages.

- Smaller Class sizes :)

- Small dropout rate as a district

-Enrollment

Stable enrollment

By and large, all of our demographic groups are showing up regularly to school. Attendance does not seem to be a concern for our school.

Attendance is comparable/ higher than the district average.

Student/ teacher ratio for monolingual is good in 4th

Not a lot of mobility

Every demographic has high attendance rates.

Not a lot of mobility and there is growth across the school .

small class sizes, stable enrollment, in the 2021 school year approximately 30% of our students were enrolled in virtual learning.

Our total loss of students each year is minimal.

List the needs you see from looking at or demographic data. Please highlight what your team determines as the priority:

Other Group: We need to work on PK and Kinder attendance (Parent Education - school is important and there are attendance guidelines)

Fifth grade attendance and tardies.

- Attendance - lots of absences in kindergarten and pre-K (Low grade level attendance)

* Newcomers

Attendance

We see a need to bridge both the behavioral and academic gaps

Student/ teacher ratio in 4th bilingual and other grade levels is higher than we would like

Parent education about the importance of kids being here

Attendance

Parents of younger students need to be communicated the importance of attendance

improving attendance especially in kinder, parent education about importance of missed instruction

Attendance seems to be a problem. What is the highest category of excuse for absences? It may be beneficial to create incentives for students to prefer coming to school.

Transportation services for students within the 2 mile radius. Transportation may also impact students attendance.

Demographics Strengths

List the strengths you see in our demographic data:

Other Group: Overall, our attendance rate is in line with the District

Attendance for Hispanic students and economically disadvantages are higher than district and state averages.

- Smaller Class sizes :)

- Small dropout rate as a district

-Enrollment

Stable enrollment

By and large, all of our demographic groups are showing up regularly to school. Attendance does not seem to be a concern for our school.

Attendance is comparable/ higher than the district average.

Student/ teacher ratio for monolingual is good in 4th

Not a lot of mobility

Every demographic has high attendance rates.

Not a lot of mobility and there is growth across the school .

small class sizes, stable enrollment

Our total loss of students each year is minimal.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 30% of Bilingual and Monolingual students are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Student Learning

Student Learning Summary

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of all students performing at the Meets Grade Level Standard and above in Math is 43%. **Root Cause:** A systematic approach to effective instructional strategies of numeracy, and math facts. Academic language development is also needed to display, explain and justify mathematical ideas and arguments in oral and written communication.

Problem Statement 2 (Prioritized): The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Problem Statement 3: There is a gap between the All student group Meets performance level on STAAR Math (44%) and the Special Education (16%) and Economically Disadvantaged (40%) student groups.

Problem Statement 4: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (14%) and Economically Disadvantaged (40%) student groups.

Problem Statement 5: There is a gap between the All student group Meets performance level on STAAR Science (37%) and the English Learners (18%) and Economically Disadvantaged (33%) student groups.

School Processes & Programs

School Processes & Programs Summary

Memorial Campus Needs Assessment

Collaborative Team Framework

(5-29-19)

Question #1 - What do we want students to learn?

Evidence

1st Grade: Learning targets posted

Big Picture Calendar

Instructional Reading Level and what is needed to move on to next level

Lesson Plans (evidence of prioritized TEKS, analyze verbs in TEKS)

Kinder: Big Picture Plan (essential TEKS)

Grade Level Posters

Data Posters - Essential TEKS identified

Rubric to identify what students need to learn by the end

Assessment Schedule

Evidence

Created uniform expectations between grade levels

Learning Targets

Team members come to Planning prepared with materials

Created a master document that controls the whole unit (Modified Scope and Sequence)

Understanding the ELPS & creating language objectives

2nd Grade: Common Assessments

Tighten Up

Instructional Continuum

Posting learning targets and referring back to them throughout the day

7 Steps to a Language Rich Environment (Strategies for Learning)

Better ways to teach and track sight words and reading levels

Interpreting Data

MAP - Resources to help students improve skills

Tighten Up

New Learning

Edugence (running reports, Class by RIT, Learning Continuum, etc.)

Lead4ward Resources (Field Guides)

Interpreting Data

New Learning

Question #1 - What do we want students to learn?

Unit Plans (big picture calendar allotting the amount of time the skill requires)

Design/designate a specific time to address what instruction will look like (strategies to address student needs)

Analyze TEKS & Identify Focus TEKS

Analyze the Vertical Alignment

Analyze Historical Data & Assessment Data (PreAssessments, Previous Assessments)

Review Field Guides (understand nouns and verbs), Student Common Mistakes

Determine what mastery looks like based on TEKS (using “Green Sheet”) - Exemplars posted in hallways and classrooms

Student progress documented BOY to EOY

Evidence

3rd Grade: Review historical data to determine gaps

Learning Targets

Analyze Lead4ward release information

Review Class by RIT

4th Grade: Big Pictures for each Unit

Historical data to determine needs

Scope & Sequence Change

Monolingual & Bilingual input

TEKS/Assessment provide feedback (comes to weekly planning)

Extended Planning Protocol

Lead4ward to determine frequently tested TEKS

Adjusted weekly planning based on assessments

Discussions about what mastery looks like

5th Grade: “Green Form” - TEKS Analysis

Review vertical alignment

Tighten Up

Customizing for PACE students (differentiating lessons for various student learners)

Looking at Class by RIT to differentiate and get growth on ALL children

New Learning

New TEKS

Identifying essential TEKS to work on for the year & monitoring

Collaborative Common Assessments (common grading practices)

Analyze TEKS to identify the 1-2 essential TEKS for the year

Leveled Questions Training

Question #1 - What do we want students to learn?

Review verbs and nouns within grade level TEKS

Learning Targets

Identify TEKS tested more frequently on STAAR

What mastery looks like (end goal)

Student ownership of learning targets

Class by RIT

Rubric Development

Review historical data

Developed a writing rubric to be used across content areas

Enrichment Planning - how to push students farther

Referring back to learning targets throughout the day
(what does it look and sound like)

Plan for enrichment

Learning Targets

Extended Learning

Student ownership of learning
targets

Question #2 - How will we know students are learning?

Evidence

1st Grade: Creating Grade Level Common Assessments

Analysis of Common Assessments

Creating Rubrics for Common Assessments

Set Goal - Assessed - Analyzed Data

Kinder: Common Assessments in a prescribed timeframe (dates to
assess and dates to interpret and plan interventions)

Students can verbalize why they're learning content

Selected/use same formative assessments

Data posters documenting measurable growth

Using the data system for interventions

Entering specific goals for RtI (tracking)

Used AMC sporadically

Evidence

2nd Grade:

Use an assessment calendar for common assessments

Tighten Up

Assessment Plan (Pre-Assessments, Specified Dates to
Analyze Data, etc.)

Refer back to TEKS during lesson

Create a grade level tracking system; store and use it
more efficiently

Use AMC data and activities for intervention

Tighten Up

Inputting data in system in a timely manner so we can
determine how to reassess

Timely Feedback

New Learning

Create Exemplars

Tools within Envision especially
for assessment

More training in TELPAS

New Learning

Question #2 - How will we know students are learning?

Analyze results	Progress Monitoring (RTI, Edugence, identifying Tier 2 students)	
Data System to provide relevant and timely feedback		
Informal assessments : weekly quick checks; varied assessments (Google Slides, parking lot, multiple choice, data folders)		
3rd Grade: Entering data in Edugence	Common Assessments based on skills	Creating assessments in Edugence
Created pre-assessments (open-ended vs. multiple choice to see student thinking)	Reflecting on common assessments	Common practices around exemplars
	Frequent IRIs for students & data analysis	
	Students tracking progress	
Evidence	Tighten Up	New Learning
	Creating models to be displayed for students - Exemplars	Find new resources for exemplars
	Questions in Edugence didn't always align with STAAR	Student Recognition
4th Grade: Articulating in advance expectations	Using manipulatives more with students	
Individual & Group Analysis of Assessments	Edugence Assessments (Genuine, Authentic Formative Assessments)	
NumberTalks (student conversations - reluctant speakers became less reluctant to share ideas)	Data Posters in Common Areas - include students in creating exemplars & giving them voice	
Students utilizing writing strategies (rough draft, editing & final draft)	Clearly articulate target in advance - Model, guided practice, independent, gradual release	
Edugence	Multiple Assessment Types	
Created open ended assessments	Number Talks	
Use Strategies - change questions to open ended	Gallery walks between grade levels	
Data Analysis plan sharing strategies being implemented		
Find distractors - help students identify and break apart		
Evidence	Tighten Up	New Learning
5th Grade: Incorporating writing rubric to be used across content areas	Common Grading Practices and Expectations (assignments are graded the same across the grade level)	Student ownership of learning targets (charting their own data)
	Assessment Planning Schedule (Quick Checks & Common Assessments)	Exemplars
	Using assessments in a different way	

Question #2 - How will we know students are learning?

Question 3 - How will we respond when students do not learn?

Question 4 - How will we enrich and extend students who are proficient?

Evidence	Tighten Up	New Learning
1st Grade: Flexible Grouping of Students (based on data) Research based instructional methods (i.e. - Touchphonics, TPRI Intervention, Esperanza) Lesson plans written by level & by skill Lesson plans and materials organized, prepared and ready Targeted small groups Leveled Stations		Math Intervention Strategies AMC Training Components of Math Block & Instruction
Enrich & Extend: IRI Data	Enrich & Extend: More consistent integration of additional tools and resources in Math	Enrich & Extend: Research and integrated additional tools and resources in Math
Kinder: Interventions Flexible Grouping (based on Edugence)		
Evidence	Tighten Up	New Learning
Targeted station work matching student needs		
2nd Grade:		
3rd Grade: Intervention Groups - Flexible Grouping Before & Afterschool Tutorials - additional support Analyzed MAP Data (moving bottom 4 students to the next level)	After reteaching a concept, recycle back to the content to be sure student understood	
4th Grade: Intervention Groups Analyze MAP Growth Data		
5th Grade:		

Question #5 - How will we increase our instructional competence?

Evidence Tighten Up New Learning

1st Grade:

Kinder:

2nd Grade:

3rd Grade: Team Reflection Time

4th Grade:

5th Grade:

Processes and Programs Campus Needs Assessment

What are our procedures, methods and practices?

Processes and Programs collectively describes the teaching, learning, resources, technology, processes, structures, decision-making, and overall leadership available to the organization.

Date: 5/6/19

Team Members: F. Mays, T. Young, M. Sucre, L. Sifonte, I. Curtis, S. Gonzalez, C. Sanchez, K. Hill, C. Pine, B. Gilbert

Directions: Using the questions and data listed below, please discuss and record “Summary of strengths” and “Summary of Needs.” Save the document to the “Memorial CNA 2019-2020” folder in Google.

Data Sources

Marzano HRS Level 1.3, 1.4 (will reflect on in teams), 1.5, 1.7 and 1.8

Master Schedule, Intervention Schedule (Intervention staff, ESL, Dyslexia, SEL, Guidance)

Questions to consider

1. What does the data reflect about classes, schedules, and student/staff teams?
2. What school conditions exist for learning including protecting instructional time?
 - Master schedule (Intervention and support)
 - Planning periods
 - Tutorings
 - Extended planning
 - Other
3. How does the master schedule support Tier I instruction?
4. Consider effectiveness of current master schedule to support quality of learning time and providing enrichment and acceleration.
How do teachers have a voice in decision making and school policies?
5. What systems are in place to build capacity and support the notion of continuous improvement?
6. How are we using data to determine professional development for staff? What types of professional development has staff attended?
7. How is implementation monitored? What impact has it had on performance? What is the follow-up?
8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?
9. How do teachers have a voice in decision making and school policies?
10. In what ways are teacher acknowledged for their contributions?
- 11.. What is the technology proficiency for staff and students? What types of technology professional development have we provided? What was the impact for staff and students?

Summary of Strengths:

- Extended planning is effective.
- Weekly planning is focused, purposeful, and intentional.

- Third grade tutoring is flexible and effective based on MAP data.

Summary of Needs (Prioritize):

- Consider when students are receiving Tier I instruction and leave for speech, intervention, etc.
- Consider if resource could occur during intervention time. Staggered intervention where pullouts occur at this time.
- Consider morning meetings where Monday through Thursday is class meetings where teacher guides and supports class with the intention of morning meeting and develop more connections in the class meeting. Friday could be a schoolwide morning meeting to bring the school together with the activities done in the classroom throughout the week. This will provide a schedule that can keep SEL strong in the classroom and Tier I instruction that has not been met with fidelity.

School Processes & Programs Strengths

Summary of Strengths:

- Extended planning is effective.
- Weekly planning is focused, purposeful, and intentional.
- Third grade tutoring is flexible and effective based on MAP data.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 30% of Bilingual and Monolingual students are not reading on grade level. **Root Cause:** A systematic approach to effective reading groups and English language development is needed.

Perceptions

Perceptions Summary

Perceptions Campus Needs Assessment

How well do we do business?

Perceptions-refers to the organization's values, beliefs, transitions, and customs, which shape the personality and climate of the organization. It determines how parents, community, staff and student feel about the school and affects how people interact within the system.

Directions: Using the questions and data listed below, please discuss and record "Summary of Strengths" and "Summary of Needs." Save the document to the "Memorial CNA 2019-2020" folder in Google.

Data Sources

Marzano HRS Level 1 Questions - 1.1,1.2,1.6

Questions to consider

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe? (List all parent involvement activities and categorize by focus - learning or other)
2. How are families and the community members involved in school decisions? How do family members provide feedback and input to the campus?
3. What types of services are available to support families, community members, and students to encourage healthy family relationships?
4. How do we celebrate students and staff success?
5. If families speak languages other than English, what are these languages? How does the school communicate in those languages?
6. How do students and staff describe school climate including: attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?
7. How do students and staff describe school environment regarding safety and orderliness?

Summary of Strengths:

We have emergency drills

Community police patrols

Multiple crossing guards

Staff supervision during arrival and dismissal

Visible staff

Students exit building in an orderly fashion

Organized dismissal process

Use of radios to manage student movement

Doors locked inside and outside of building

Security badges worn by staff

Parents/community members invited to SBIC

PTA input and involvement welcomed

Parent volunteers recruited and welcomed

Parents welcome to have lunch with students

Parents invited to multiple school events during the school day and evening events (multicultural festival, citizenship assemblies, parent academies, parenting classes, sewing classes, open house, student goal setting meetings, etc.)

Community groups contributing to school with physical upgrades and student activities/enhancements)

Williams HS PALS

According to our 2021 HRS Survey, 90% of our campus agreed and strongly agreed that Memorial is a safe and orderly. Additionally, 100% agreed and strongly agreed that professional learning community is an established system on our campus.

Summary of Needs (Prioritize):

More parental and staff involvement in PTA

Better communication between PTA and school staff/admin

Ways to gather data for student feelings on school safety

Common practices and procedures for student physical conflicts

Intentional training on PISD See Something/Say Something app for students

Common language and procedures for schoolwide student management

Perceptions Strengths**Summary of Strengths:**

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Community groups contributing to school with physical upgrades and student activities/enhancements)

Williams HS PALS

According to our 2021 HRS Survey, 90% of our campus agreed and strongly agreed that Memorial is a safe and orderly. Additionally, 100% agreed and strongly agreed that professional learning community is an established system on our campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. **Root Cause:** A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Priority Problem Statements

Problem Statement 1: The percentage of all students performing at the Meets Grade Level Standard and above in Math is 43%.

Root Cause 1: A systematic approach to effective instructional strategies of numeracy, and math facts. Academic language development is also needed to display, explain and justify mathematical ideas and arguments in oral and written communication.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%.

Root Cause 2: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.

Problem Statement 2 Areas: Student Learning - Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2021-2022.



Performance Objective 1: HB3 - The percent of Memorial 3rd grade students that score meets grade level or above on STAAR Reading will increase to 49% by June 2022. The Economically Disadvantaged student group performance will increase to 42% by June 2022. The English Learner student group performance will increase to 39% by June 2022.









Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will meet weekly to plan instruction with effective strategies in Balanced Literacy, which includes the use of effective language development and acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL specialists and Classroom Teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP data to monitor student progress and to adjust instruction in literacy.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our reading trackers and MAP Reading assessment. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialist and Classroom Teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parent support and information so that parents can support literacy at home.</p> <p>Strategy's Expected Result/Impact: -Parents will receive literacy strategies to practice at home. -Students and parents will participate in goal setting conferences throughout the year.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Campus Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. Root Cause: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.</p>
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<p>Problem Statement 1: The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. Root Cause: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.</p>





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2021-2022.







Performance Objective 2: The percent of Memorial students that score Meets grade level or above on STAAR Reading 3-5 will increase to 44% by June 2022. The Special Education student group performance will increase to 14% by June 2022. The English Learner student group performance will increase to 34% by June 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will meet weekly to plan instruction with effective strategies in Balanced Literacy, which includes the use of effective language development and acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL specialists and Classroom Teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p> <p>Funding Sources: Adult Temp - 211 Title I, Part A - \$4,000, Extra Duty for Certified Staff - 211 Title I, Part A - \$4,075</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP data to monitor student progress and to adjust instruction in literacy.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our reading trackers and MAP Reading assessment. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide information and support to parents so that they can encourage literacy at home.</p> <p>Strategy's Expected Result/Impact: -Parents will receive literacy strategies to practice at home. -Students and parents will participate in goal setting conferences throughout the year.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Campus Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. Root Cause: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.</p>
Perceptions
<p>Problem Statement 1: The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. Root Cause: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.</p>

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2021 - 2022.





Performance Objective 1: HB3 - The percent of Memorial 3rd grade students that score meets grade level or above on STAAR Math will increase to 44% by June 2022. The Economically Disadvantaged student group performance will increase to 38% by June 2022. The Hispanic student group performance will increase to 38% by June 2022.







Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will meet weekly to plan instruction with effective strategies in Mathematics which includes effective language development and language acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL Specialists and Classroom teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP Math data to monitor student progress and to adjust instruction in mathematics.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by MAP Math assessments and AMC. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parent information so that parents can support math at home.</p> <p>Strategy's Expected Result/Impact: -Parents will receive math strategies to practice at home. -Students and parents will participate in goal setting conferences throughout the year.</p> <p>Staff Responsible for Monitoring: Counselors, Campus Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of all students performing at the Meets Grade Level Standard and above in Math is 43%. Root Cause: A systematic approach to effective instructional strategies of numeracy, and math facts. Academic language development is also needed to display, explain and justify mathematical ideas and arguments in oral and written communication.</p>





Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2021 - 2022.







Performance Objective 2: The percent of Memorial students that score Meets grade level or above on STAAR Math 3-5 will increase to 42% by June 2022. The Special Education student group performance will increase to 16% by 2022. The Economically Disadvantaged student group performance will increase to 40% by 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will meet weekly to plan instruction with effective strategies in Mathematics which includes effective language development and language acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL Specialists and Classroom teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Adult Temp - 211 Title I, Part A - \$8,000, Extra Duty for Certified Teachers - 211 Title I, Part A - \$4,075</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP Math data to monitor student progress and to adjust instruction in mathematics.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by MAP Math assessments and AMC. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parent information so that parents can support math at home.</p> <p>Strategy's Expected Result/Impact: -Parents will receive math strategies to practice at home. -Students and parents will participate in goal setting conferences throughout the year.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Campus Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: The percentage of all students performing at the Meets Grade Level Standard and above in Math is 43%. Root Cause: A systematic approach to effective instructional strategies of numeracy, and math facts. Academic language development is also needed to display, explain and justify mathematical ideas and arguments in oral and written communication.</p>







Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2021 to 2022.

Performance Objective 1: The percent of Memorial students that score Meets grade level or above on STAAR Science 5 will increase to 32% by June 2022. The English Learner student group performance will increase to 24% by June 2022. The Economically Disadvantaged student group performance will increase to 27% by June 2022.

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative teams will meet weekly to plan instruction with effective strategies in Science which includes the effective use of language development and language acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in science with multiple data points as measured by Science MAP data, SDQ and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Science. -Increase teacher use of effective practices in science.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL Specialists and Classroom teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP Science data to monitor student progress and to adjust instruction in science.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in science with multiple data points as measured by MAP Science data, SDQ and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Science. -Increase teacher use of effective practices in science.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists, and classroom teachers.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide parent information so that parents can support science at home.</p> <p>Strategy's Expected Result/Impact: -Staff will share science strategies with parents. -Students and parents will participate in goal setting conferences throughout the year.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Campus Instructional Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1, 2 - Perceptions 1</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of all students performing at the Meets Grade Level Standard and above in Math is 43%. Root Cause: A systematic approach to effective instructional strategies of numeracy, and math facts. Academic language development is also needed to display, explain and justify mathematical ideas and arguments in oral and written communication.</p> <p>Problem Statement 2: The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. Root Cause: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.</p>
Perceptions
<p>Problem Statement 1: The percentage of all students performing at the Meets Grade Level Standard in Reading is 44%. Root Cause: A. There is a need to address English language development by analyzing prior year MAP, STAAR, and TELPAS data. B. There is a need to address effective instructional strategies during first instruction by analyzing prior year student performance using STAAR, MAP, and reading records. C. There is a need to address effective differentiation strategies by analyzing prior year RtI documentation.</p>

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,984.00
+/- Difference					\$6,984.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,482.00
+/- Difference					\$1,482.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Adult Temp		\$4,000.00
1	2	1	Extra Duty for Certified Staff		\$4,075.00
2	2	1	Adult Temp		\$8,000.00
2	2	1	Extra Duty for Certified Teachers		\$4,075.00
Sub-Total					\$20,150.00
Budgeted Fund Source Amount					\$286,252.00
+/- Difference					\$266,102.00
Grand Total Budgeted					\$294,718.00
Grand Total Spent					\$20,150.00
+/- Difference					\$274,568.00

Addendums

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

Memorial

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		48	13					13	51		42	57	10	67
2019		35	85					8	33		33	44	50	45
2020		37	85					9	35		35	44	51	46
2021		40	86					11	38		37	45	53	47
2022		43	87					13	42		39	46	55	49
2023		48	88					15	47		43	47	58	51
2024		53	89					18	53		47	48	62	53

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

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

Memorial

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		48	13					13	51		42	57	10	67
2019		31	77					8	31		36	40	50	42
2020		33	77					9	33		37	40	51	43
2021		35	78					11	35		38	41	52	43
2022		38	78					13	38		40	41	54	44
2023		42	79					15	42		42	42	56	46
2024		47	80					18	47		45	43	59	47

District Goals for Grade 3 STAAR

District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	38	32	78					9	31	14	28	40	38	40
2020	40	34	78					10	33	15	30	40	39	41
2021	42	37	79					12	36	17	32	41	41	42
2022	45	40	80					14	40	19	34	42	43	44
2023	49	45	81					16	45	22	38	43	46	46
2024	54	50	82					19	51	26	42	44	50	48

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	38	34	63					11	33	14	33	38	47	40
2020	40	36	63					12	35	15	34	38	48	41
2021	42	38	64					14	37	16	35	39	49	41
2022	45	41	64					16	40	18	37	39	51	42
2023	49	45	65					18	44	20	39	40	53	44
2024	54	50	66					21	49	23	42	41	56	45

Memorial Performance Objective - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 33% in 2019 to 35% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	37%	39%	41%
2019 Baseline: 33%				

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	24	70	*	*	*	*	10	24	*	12	32	40	33
2020	*	26	70	*	*	*	*	11	26	*	13	32	41	34
2021	*	28	71	*	*	*	*	12	29	*	15	33	43	35
2022	*	32	71	*	*	*	*	14	33	*	18	33	45	37
2023	*	36	72	*	*	*	*	17	38	*	21	34	48	39
2024	*	42	74	*	*	*	*	20	44	*	26	36	51	41
2019-2021	*	4	1	*	*	*	*	2	5	*	3	1	3	2

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

Memorial Performance Objective - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 30% in 2019 to 32% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
31% 2019 Baseline: 30%	32%	33%	34%	35%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	36	26	56	*	*	*	*	17	27	*	24	30	31	30
2020	37	27	56	*	*	*	*	18	28	*	25	30	32	31
2021	40	30	56	*	*	*	*	19	31	*	26	30	33	32
2022	43	32	57	*	*	*	*	21	34	*	27	31	35	33
2023	47	36	57	*	*	*	*	24	38	*	29	31	37	34
2024	52	41	58	*	*	*	*	27	43	*	32	32	40	35
2019-2021	4	4	0	*	*	*	*	2	4	*	2	0	2	2

2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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