

Plano Independent School District

Forman Elementary

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

-

To ensure that ALL students experience at least one year of social, emotional and academic growth.

Vision

All student will experience daily growth.

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2021

Demographics

Demographics Summary

Plano ISD provides resources in the form of Chromebooks and other technologies to help reach students in our schools. This addresses the 21st Century Learning Skills. Forman has shown tremendous growth in the areas of approaching math and reading at a 70% range. Forman has implemented the Dual Language program to meet the needs of our students (44% bilingual, 16% ESL, 40% for the current school year).

Demographics Strengths

We need to increase the number of students who achieve at a higher level in STAAR across subject areas so that we have more students reaching the master and meets level. We need to analyze STAAR items to identify students' needs by accountability groups. We need to address At Risk students' needs and act with a sense of urgency for them to reach the maximum academic and social-emotional growth. We need to focus on growing all our 3rd, 4th and 5th graders in the areas of math, science and reading and on closing gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Address students' needs with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia. **Root Cause:** Lack of vertical collaboration.

Student Learning

Student Learning Summary

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

Student Learning Strengths

There is a clear disparity between reading and writing. Our campus needs to focus on how teachers score rubrics and utilize the Plano rubric to score in writing. Strategies to develop academic language and research based strategies are needed in the monolingual classrooms. Strong PLCs with structures have a positive impact on the academic success of their grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Problem Statement 2: In reading, there is a significant gap between all student groups at all levels compared to the ED district group. **Root Cause:** Teachers require additional training in the area of explicit instruction of phonemic awareness and phonological processes at the foundational level. Inconsistent structures are in place to address independence during the Balanced Literacy block. Teachers do not consistently implement the use of academic language during content instruction.

Problem Statement 3: In math there is a significant gap between all student groups in certain grade levels compared to the district. **Root Cause:** Teachers require additional training and purposeful planning to address closing gaps in foundational skills. Teachers do not consistently implement the use of academic language during math instruction.

Problem Statement 4: In science there is a significant gap between all student groups in a grade level compared to the district. **Root Cause:** Teachers require additional training in providing rigorous and explicit instruction and content vocabulary, consistency in routines / procedures and tools to deepen student understanding of science concepts.

Problem Statement 5: There has been a recent significant spike in the number of students who arrived at school dysregulated. **Root Cause:** The teachers require additional training in providing strategies, procedures and structures to help students regulate.

School Processes & Programs

School Processes & Programs Summary

Due to the public health situation, safety and health are top priorities this year. The following measures have been put into place to mitigate contagion and avoid students' and staff co-mingling.

Duty rosters clearly outlined so that all students are adequately supervised and appropriately distanced during meals in the classroom.

All professional learning and staff meetings are provided via Zoom or TEAMS to avoid staff co-mingling.

Students attend small group instruction with various layers of PPE to mitigate close contact.

Specialists and Title I support teachers work with only one grade level to limit exposure to the broad population.

Seating charts for all classes, specials and small groups ensure students are being puled as much as possible with classmates. When not possible, proximity is limited and time increments of under 15 minutes maintained.

Dismissal is staggered and distributed throughout the building exits to avoid large gathering of students.

Designated restrooms are assigned to a maximum of two grade levels with schedules in place to avoid large gathering of students.

Enrichment staff have devised a plan to provide after school enrichment via virtual platforms.

Community Liaison and Social Worker offer parent classes through Zoom.

School Processes & Programs Strengths

Data-driven supports in place for all students.

Programs and enrichment programs offered at different times and virtually to encourage students' and parents' participation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are lacking access to quality after school supervision and programming. Parents need to be involved in school through family programs. **Root Cause:** There is a need for after school enrichment programs and clubs and parent involvement programs offered at different times.

Perceptions

Perceptions Summary

There is a need of collaborative teams meetings across the campus: for example vertical teams, campus leadership, content/subject meetings. There is a need for staff to plan collaborative and analyze data using the DDI protocol.

Perceptions Strengths

Grade level collaborative meetings are taking place at least once a week. There is a need to follow the DDI protocol during team collaboration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Team collaborative planning using the DDI protocol **Root Cause:** Lack of team planning focus

Priority Problem Statements

Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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.

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- 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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Goals

Revised/Approved: September 16, 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 STAAR/EOC ELAR from 2019 to 2022.




Performance Objective 1: HB3 - The percent of Forman 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 45% in 2019 to 49% by June 2022. The Special Education student group performance will increase from 20% in 2019 to 25% in 2022. The African American student group performance will increase from 31% in 2019 to 38% in 2022.

















Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2022 STAAR ELAR - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will build academic language during content instruction by engaging students in metacognition, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. Strategy's Expected Result/Impact: Writing TELPAS Results Reading, math, and science results Staff Responsible for Monitoring: ESL Instructional Specialist 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	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers will also provide after school tutoring to deliver accelerated instruction, per HB4545. Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on ELAR STAAR Staff Responsible for Monitoring: Instructional Specialist 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 - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will establish a consistent structure during the balanced literacy block through the use of systematic teaching of phonics and phonological processes and "Daily 5" independent literacy stations. Strategy's Expected Result/Impact: Academic growth in reading levels and MAP Staff Responsible for Monitoring: Instructional Specialist ESL Administrators 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 - Targeted Support Strategy	Formative		
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Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Coaches will engage in vertical planning to align schoolwide goals and common vocabulary. Strategy's Expected Result/Impact: ELAR MAP and STAAR Staff Responsible for Monitoring: Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will utilize learning targets written in the Content and Language Objectives format for students to have clear expectations of the end learning goal and understand how they are expected to articulate their learning. Strategy's Expected Result/Impact: Increase the ELAR academic growth Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
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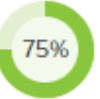
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.






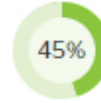

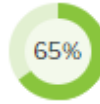
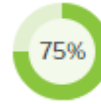




Performance Objective 2: The percent of Forman students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 41% in 2019 to 43% by June 2022. The Special Education student group performance will increase from 17% in 2019 to 20% in 2022. The African American student group performance will increase from 31% in 2019 to 35% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR ELAR

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will build academic language during content instruction by engaging students in metacognition, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. Strategy's Expected Result/Impact: Writing TELPAS Results Reading, math, and science results Staff Responsible for Monitoring: ESL Instructional Specialist 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	Formative		
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Strategy 2: Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers will also provide after school tutoring to deliver accelerated instruction, per HB4545. Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on ELAR STAAR Staff Responsible for Monitoring: Instructional Specialist 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 - Targeted Support Strategy	Formative		
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Strategy 3 Details	Formative Reviews		
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Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Coaches will engage in vertical planning to align schoolwide goals and common vocabulary. Strategy's Expected Result/Impact: ELAR MAP and STAAR Staff Responsible for Monitoring: Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will utilize learning targets for students to have clear expectations of the end learning goal. Strategy's Expected Result/Impact: Increase the ELAR academic growth Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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





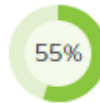
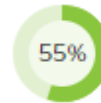
Performance Objective 1: HB3 - The percent of Forman 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% in 2019 to 42% by June 2022. The African American student group performance will increase from 25% in 2019 to 32% in 2022. The White student group performance will increase from 27% in 2019 to 28% in 2022.








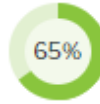





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will build academic language during content instruction by engaging students in Number Talks, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. Strategy's Expected Result/Impact: Writing skills TELPAS Results Reading, math, and science results Staff Responsible for Monitoring: ESL Instructional Specialist 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	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers will also provide after school tutoring to deliver accelerated instruction, per HB4545. Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on math STAAR Staff Responsible for Monitoring: Instructional Specialist 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 - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will establish a consistent structure for the use of learning targets as well as spiraling and independent practice during the math block through the use of Daily 3 and math journals. Strategy's Expected Result/Impact: MAP Math growth Staff Responsible for Monitoring: Instructional Specialist ESL Administrators 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 - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Coaches will engage in vertical planning to align school wide goals and common vocabulary. Strategy's Expected Result/Impact: Math MAP and STAAR Staff Responsible for Monitoring: Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will provide hands-on activities and mathematical tools, including individualized Dreambox lessons, base 10 manipulatives, fraction bars and strip diagrams for students to deepen their understanding of number sense. Strategy's Expected Result/Impact: Math growth. Staff Responsible for Monitoring: Coaches / administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
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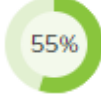
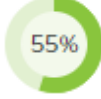
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.








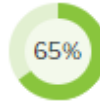





Performance Objective 2: The percent of Forman students that score Meets grade level or above on STAAR Math 3-5 will increase from 53% in 2019 to 54% by June 2022. The Special Education student group performance will increase from 37% in 2019 to 40% in 2022. The African American student group performance will increase from 31% in 2019 to 35% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will build academic language during content instruction by engaging students in Number Talks, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. Strategy's Expected Result/Impact: Writing skills TELPAAS Results Reading, math, and science results Staff Responsible for Monitoring: ESL Instructional Specialist 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	Formative		
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Strategy 2 Details	Formative Reviews		
Strategy 2: Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers will also provide after school tutoring to deliver accelerated instruction, per HB4545. Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on math STAAR Staff Responsible for Monitoring: Instructional Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will establish a consistent structure for the use of learning targets as well as spiraling and independent practice during the math block through the use of Daily 3 and math journals. Strategy's Expected Result/Impact: MAP Math growth Staff Responsible for Monitoring: Instructional Specialist ESL Administrators 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 - Targeted Support Strategy	Formative		
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Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Coaches will engage in vertical planning to align school wide goals and common vocabulary. Strategy's Expected Result/Impact: Math MAP and STAAR Staff Responsible for Monitoring: Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will provide hands-on activities and mathematical tools, including individualized Dreambox lessons, base 10 manipulatives, fraction bars and strip diagrams for students to deepen their understanding of number sense. Strategy's Expected Result/Impact: Math growth. Staff Responsible for Monitoring: Coaches / administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			







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






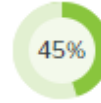

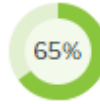
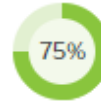




Performance Objective 1: The percent of Forman students that score Meets grade level or above on STAAR Science 5 will increase from 58% in 2019 to 60% by June 2022. The Special Education student group performance will increase from 21% in 2019 to 23% in 2022. The African American student group performance will increase from 30% in 2019 to 34% in 2022.

Targeted or ESF High Priority

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will build academic language during content instruction by explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures, interactive word walls, anchor charts, labeling and chants. Strategy's Expected Result/Impact: Writing skills TELPAS Results Reading, math, and science results Staff Responsible for Monitoring: ESL Instructional Specialist 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	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will utilize the DDI cycle to plan, deliver and assess students' instruction to determine reteach, spiraling, intervention or enrichment to achieve incremental growth through the use of SDQ books and STAAR-released questions. Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on science STAAR Staff Responsible for Monitoring: Instructional Specialist Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will establish a consistent structure for the science block through the use of the 5E model, science notebooks to document the CER (claims, evidence, reasoning) process, use of essential questions and clear learning targets. Strategy's Expected Result/Impact: Science MAP growth Staff Responsible for Monitoring: Instructional Specialist ESL Administrators 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 - Targeted Support Strategy	Formative		
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Strategy 4 Details	Formative Reviews		
Strategy 4: Instructional Coaches will engage in vertical planning to align school-wide science processes and use common vocabulary. Strategy's Expected Result/Impact: Growth in Science MAP and STAAR Staff Responsible for Monitoring: Coaches Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
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Strategy 5 Details	Formative Reviews		
Strategy 5: Utilization of learning targets and essential questions for students to have clear expectations of the end learning goal. Strategy's Expected Result/Impact: Increase the science academic growth Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
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Goal 4: Structures and processes set by teachers will aid students self-regulate so that they increase their academic and social-emotional learning.

Performance Objective 1: The percentage of students who will be able to self-regulate will increase as evidence by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR and Math from 2019 to 2022.

HB3 Goal

Evaluation Data Sources: Increase in ELAR and math STAAR scores

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will establish consistent structures and procedures through the use of morning circles, positive behavior systems, P.R.I.D.E. (Personal responsibility, respect for self and others, including everyone, develop our social-emotional and academic skills, excellence in all we do), SLANT, and direct instruction of skills with the use of an adult temp. Strategy's Expected Result/Impact: Increase in ELAR and math scores Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent Liaison will attend a conference to increase skills to engage parents in their children's educational opportunities. Strategy's Expected Result/Impact: Increase in ELAR and math scores Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1 - TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

SBIC 2021-2022

Committee Role	Name	Position
Administrator	Carmen Casamayor-Ryan	Principal
Administrator	Maria Gallastegui	Assistant Principal
Classroom Teacher	Lakia Davis	Teacher
District-level Professional	Laurie Taylor	Executive Director Elementary Academic Services
District-level Professional	Lorena Almazan	Secretary of the District Multilingual Department
Parent	Alicia Conolly	Parent
District-level Professional	Alinne Gauna	Administrative Assistant Student & Family Services
Parent Liaison	Ana Martinez	Parent Liaison
Non-classroom Professional	Dawn Raugh	Parent
Community Representative	Stephanie Torresi	Community Member
Parent	Maria Bolanos	Parent
Title I Representative	Amy Durham	Title I
Business Representative	Rigoberto Tovar	Business Representative
Business Representative	Rick Manning	Business Representative
Non-classroom Professional	Tania Santiago	Teacher
Classroom Teacher	Sharon Williams	Teacher
Classroom Teacher	Kathryn Hilliard	Teacher

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					\$7,992.00
+/- Difference					\$7,992.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,746.00
+/- Difference					\$1,746.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$318,194.00
+/- Difference					\$318,194.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,950.00
+/- Difference					\$8,950.00
Grand Total Budgeted					\$336,882.00
Grand Total Spent					\$0.00
+/- Difference					\$336,882.00

Addendums

Forman - 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 25% in 2019 to 27% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
26% 2019 Baseline: 25%	27%	29%	31%	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	33	19	50	*	43	*	*	36	23	*	22	26	22	25
2020	34	21	50	*	43	*	*	37	25	*	23	26	23	26
2021	37	23	51	*	44	*	*	38	28	*	25	27	25	27
2022	40	27	51	*	44	*	*	40	32	*	28	27	27	29
2023	44	31	52	*	45	*	*	43	37	*	31	28	30	31
2024	49	37	54	*	47	*	*	46	43	*	36	30	33	33
2019-2021	4	4	1	*	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

Forman - 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 58% in 2019 to 60% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
59% 2019 Baseline: 58%		60%			61%			62%			63%			
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	30	60	58	*	*	*	*	21	59	60	57	58	60	58
2020	31	61	58	*	*	*	*	22	60	61	58	58	61	59
2021	34	64	58	*	*	*	*	23	63	62	59	58	62	60
2022	37	66	59	*	*	*	*	25	66	64	60	59	64	61
2023	41	70	59	*	*	*	*	28	70	66	62	59	66	62
2024	46	75	60	*	*	*	*	31	75	69	65	60	69	63
2019-2021	4	4	0	*	*	*	*	2	4	2	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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

Forman

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	16	43	11					5	58		39	60	18	78
2019	31	47	55					20	48		54	48	33	45
2020	33	49	55					21	50		56	48	34	46
2021	35	52	56					23	53		58	49	36	47
2022	38	55	57					25	57		60	50	38	49
2023	42	60	58					27	62		64	51	41	51
2024	47	65	59					30	68		68	52	45	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

Forman

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	16	43	11					5	58		39	60	18	78
2019	25	44	27					20	40		49	40	39	40
2020	27	46	27					21	42		50	40	40	41
2021	29	48	28					23	44		51	41	41	41
2022	32	51	28					25	47		53	41	43	42
2023	36	55	29					27	51		55	42	45	44
2024	41	60	30					30	56		58	43	48	45

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

Forman

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	31	42	41		36		86	17	43	45	43	44	34	41
2020	33	44	41		36		87	18	45	46	45	44	35	42
2021	35	47	42		37		89	20	48	48	47	45	37	43
2022	38	50	43		38		90	22	52	50	49	46	39	45
2023	42	55	44		39		93	24	57	53	53	47	42	47
2024	47	60	45		40		96	27	63	56	57	48	46	49

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	31	58	38		57		86	37	53	45	60	53	51	53
2020	33	60	38		57		87	38	55	46	61	53	52	54
2021	35	62	39		58		88	40	57	47	62	54	53	54
2022	38	65	39		58		89	42	60	49	64	54	55	55
2023	42	69	40		59		90	44	64	51	66	55	57	57
2024	47	74	41		60		92	47	69	54	69	56	60	58

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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</p> <p>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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