Plano Independent School District

Dooley Elementary

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

Dooley Elementary provides an excellent education for each student.

Vision

Create a supportive environment where students are committed to excellence, dedicated to caring, powered by learning, and always Plano Proud.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Team reviewed RtI/student interventions, 18-19 enrollment, attendance and discipline summaries, 2018 accountability school report card, TEA's Accountability Summary Report, TAPR, and federal report card.

Discussion points:

Looking at specific subgroups' academic performance compared to campus and district (ESL, Special Education, Economically Disadvantaged, Asian, and African American).

Discussing the value of knowing students, and supporting social, emotional, and academic growth through supports.

Demographics Strengths

Campus Monitor 1 population performs comparably or better than the district on STAAR (looking at last year's 5th graders). Campus ESL program has prepared our students for exit.

Campus economically disadvantaged population does better in Math than the other special groups.

Campus received two distinctions: one for closing the achievement gap and one for academic growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for social-emotional support for at-risk groups to help them maximize their learning. This may including background knowledge in/for disadvantaged groups.

Problem Statement 2: The special education population underperforms on STAAR when compared to other subgroups.

Problem Statement 3: Non-continuous student enrollment achievement is below the state's expectation for accountability.

Student Learning

Student Learning Summary

Students showed more growth from Winter to Spring in all MAP assessed subjects.

Student Learning Strengths

Kinder showed consistent growth Fall to Winter and Winter to Spring during 21-22.

Kinder, 1st, 4th grades showed greatest growth in both subjects from Winter 2021 to Spring 2021.

2nd and 3rd Grade Met/Exceeded Projected RIT in Math from Winter 2021 to Spring 2021.

All grade levels showed improvement on Reading Records -- our campus reading progress per grade level was comparable or better than the district's a the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math Growth in grades 2-5 is less than reading growth **Root Cause:** Lack of time to plan deeply due to all the COVID-related requirements; planning focus on essential standards, which mean less time spent on supporting standards; often, teachers' focus was on struggling learners and that left behind the higher learners (skills, growth); difficulty catching students' mistakes in the moment and providing informal progress monitoring and feedback; what kind of error?

School Processes & Programs

School Processes & Programs Summary

Team reviewed 2018-19 attendance, PWT data, master schedule, mentors, tiered interventions, Dooley's control environment survey and safety plan, HRS level 1 surveys (fall/spring), T-TESS summatives, TAPR, and the PISD technology plan.

Discussion included:

Specific training for teachers to support students' different needs.

New paraprofessionals need more training to better perform their assignments.

Professional development should closer reflect grade levels needs (use data to better curriculum/learning needs).

Watching master teachers at other campus, so teachers can get new ideas.

Ensuring all staff feel valued.

Utilize the PLC process and collaborative teaming more effectively.

More formal ways for teachers, parents and community to let administration know when things need attention.

Promoting technology use that supports learning and helps apprehensive staff feel more at ease.

School Processes & Programs Strengths

All teachers are highly qualified.

Mentoring program is really helpful and supportive for new teachers.

New paraprofessionals need more training to better perform in their assignments.

Our professional development is personalized through our 7.5 hours.

Walkthroughs and T-TESS support teacher continuous improvement.

Grade levels have begun to plan by the unit rather than week by week.

There is a schoolwide problem-solving plan.

Teachers are becoming more familiar with examining data to provide targeted instruction.

Teachers have a voice in decision making on school policies.

The expectation for students is to have a full year of growth or more.

There is a 1:1 Chromebook plan in place; teachers are willing to be trainied in other technologies to support learning. There are several "master" technology users on campus who keep up with new practices and share with staff.

When teachers and students understand the purpose of technology, it provides extension of the learning and allows students to move at their own pace.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause:** We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

Problem Statement 2: There is a need for an efficient and effective system for staff and parents to alert administrators when a problem needs immediate action. **Root Cause:** We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

Problem Statement 3: Professional development for staff (teachers and paraprofessionals) needs to be data-driven.

Problem Statement 4: There is a need for more staff appreciation, based on "love languages."

Problem Statement 5: There is a need for timely licensing for technology applications after they are rolled out in the district

Problem Statement 6: Teachers need to assess technology use in the classroom to determine effectiveness and enhancement of the curricular goals.

Problem Statement 7: Staff indicated a need for more in-depth PD on technology applications.

Problem Statement 8: The Collaborative Teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices). **Root Cause:** We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

Problem Statement 9: There is a need for an efficient and effective system for staff and parents to alert administrators when a problem needs immediate action. **Root Cause:** We will address the need for Collaborative Teams to operate at an autonomous level as described by Collaborate Teams that Transform PLC by ensuring that there are adequate structures and systems in place to provide input and review of data for continuous improvement for student achievement within a safe, orderly and collaborative school community.

Problem Statement 10: Professional development for staff (teachers and paraprofessionals) needs to be data-driven.

Problem Statement 11: There is a need for more staff appreciation, based on "love languages."

Problem Statement 12: There is a need for timely licensing for technology applications after they are rolled out in the district

Problem Statement 13: Teachers need to assess technology use in the classroom to determine effectiveness and enhancement of the curricular goals.

Problem Statement 14: Staff indicated a need for more in-depth PD on technology applications.

Perceptions

Perceptions Summary

Team reviewed HRS Level 1 surveys (fall/spring), Level 1 quick data, HRS Level 2 survey (spring), Dooley's control environment survey, Facilities' building audit, and Safety/Security assessments.

Discussion points included:

Increasing bilingual parental involvement and communicating to families in languages other than English, Spanish and Vietnamese. Helping staff who may be apprehensive with technology application.

Providing a variety of opportunities for student and parent input on a more regular basis.

Making campus data readily available (transparency) to all demographics.

Continuing to emphasize safety procedures and a classroom culture of emotional safety.

More parent communication about SEL strategies

Finding ways to provide extra-curricular activities/clubs for students who cannot due to lack of transportation/funding. Striving for a climate where teachers feel emotional safety to express dissenting opinions.

Perceptions Strengths

Safety systems are in place, making Dooley a safe and orderly school.

There are several methods of communication with parents.

Teacher groups are used to make specific decisions.

Overall, the feelings about Dooley are positive (from teachers and students).

Family and community members are involved in the school (mentorship PALS, PTA, back to school nights, APD giving tree, 5th grade camp, Grandparents Day, Stem Night, Literacy Night, parent workshops, Multicultural Night, assemblies, fall picnic, field day, Game Night, graduation activities, Special Education parent training, holiday parties, orientation fair, SBIC)

The mentoring program has and continues to expand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase bilingual parental involvement and communicating to families in languages other than English, Spanish and Vietnamese.

Problem Statement 2: There is a need to make campus data readily available (transparency) to all demographics.

Problem Statement 3: There is a need to find ways to provide extra-curricular activities/clubs for students who cannot due to lack of transportation/funding

Problem Statement 4: There is a need to continue to strive for a climate where teachers feel emotional safety to express dissenting opinions.

Problem Statement 5: There is a need to continue to provide a variety of opportunities for student and parent input on a more regular basis.

Priority Problem Statements

Problem Statement 1: Math Growth in grades 2-5 is less than reading growth

Root Cause 1: Lack of time to plan deeply due to all the COVID-related requirements; planning focus on essential standards, which mean less time spent on supporting standards; often, teachers' focus was on struggling learners and that left behind the higher learners (skills, growth); difficulty catching students' mistakes in the moment and providing informal progress monitoring and feedback; what kind of error?

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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Equity 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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 20, 2021
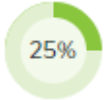
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Dooley 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 39% in 2019 to 43% by June 2022. The Economically Disadvantaged student group performance will increase from 27% in 2019 to 50% in 2022. The English Learners student group performance will increase from 30% in 2019 to 36% in 2022.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.
 	
    Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through:
 	
    -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment
 	
    -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Records - 75% or more of each will obtain a grade appropriate reading level or higher
 	
    -- 3rd-5th: 80% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Record- 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2019.
    Staff Responsible for Monitoring: Campus Administrators and Team Leaders
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math
    Problem Statements: Student Learning 1
	Formative		

	Nov	**Feb**	**June**
	25%	75%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Family Engagement Night - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, English Dictionaries for Parent ESL classes - 211 Title I, Part A	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Engage in a schoolwide Book of the Month Club where families can participate in an evening of family reading activities related to a monthly themed character trait book made available in each classroom for students to check out and take home to re-read.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Records - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Record- 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2019. **Staff Responsible for Monitoring:** Campus Administrators and School Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** Book of the Month (20 copies of ten titles) - 211 Title I, Part A	25%	50%	75%

Strategy 4 Details	Formative Reviews

Strategy 4: Utilize adult temps, substitutes, and teacher assistants to meet HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.

	Formative		
	Nov	Feb	June
	25%	80%	100%

Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards.

-- We will meet each of our Performance Objectives for each subject.

Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist

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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
Problem Statements: Student Learning 1

Strategy 5 Details	Formative Reviews

Strategy 5: Provide Dooley Teachers with Extra Duty Pay to provide tutoring on Tuesdays or Thursdays after school for one hour for students in 3rd through 5th grade who are performing below grade level expectations in math or reading. This tutoring could support the HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.

	Formative		
	Nov	Feb	June
	10%	20%	100%

Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards.

-- We will meet each of our Performance Objectives for each subject.
Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist

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 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 6 Details	Formative Reviews

Strategy 6: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.

	Formative		
	Nov	Feb	June
	25%	90%	95%

Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets.
Staff Responsible for Monitoring: Campus Administrators and PACE Specialist

Schoolwide and Targeted Assistance Title I Elements: 2.5

Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize Dooley's Instructional Model to identify and apply instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved academic performance through implementation of the instructional elements embedded in Dooley's Instructional Model so that... -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) **Staff Responsible for Monitoring:** Campus Administrators **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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Bilingual Dictionaries for Newcomer English Learners - 211 Title I, Part A	25%	50%	75%
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math Growth in grades 2-5 is less than reading growth **Root Cause**: Lack of time to plan deeply due to all the COVID-related requirements; planning focus on essential standards, which mean less time spent on supporting standards; often, teachers' focus was on struggling learners and that left behind the higher learners (skills, growth); difficulty catching students' mistakes in the moment and providing informal progress monitoring and feedback; what kind of error?

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 Dooley students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 52% in 2019 to 56% by June 2022. The Hispanic student group performance will increase from 48% in 2019 to 56% in 2022. The Economically Disadvantaged student group performance will increase from 40% in 2019 to 49% in 2022.
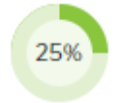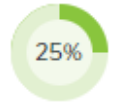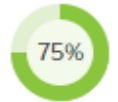
Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Records - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Record- 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2019. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%	75%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Family Engagement Night - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, English Dictionaries for Parent ESL classes - 211 Title I, Part A	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Engage in a schoolwide Book of the Month Club where families can participate in an evening of family reading activities related to a monthly themed character trait book made available in each classroom for students to check out and take home to re-read.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Records - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Record- 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2019. **Staff Responsible for Monitoring:** Campus Administrators and School Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** Book of the Month (20 copies of ten titles) - 211 Title I, Part A	25%	50%	75%

Strategy 4 Details	Formative Reviews

	Formative		

Strategy 4: Utilize adult temps, substitutes, and teacher assistants to meet HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.

	Nov	Feb	June
	25%	80%	100%

Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards.

-- We will meet each of our Performance Objectives for each subject.

Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist

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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: Adult Temp Pay - 211 Title I, Part A

Strategy 5 Details	Formative Reviews

	Formative		

Strategy 5: Provide Dooley Teachers with Extra Duty Pay to provide tutoring on Tuesdays or Thursdays after school for one hour for students in 3rd through 5th grade who are performing below grade level expectations in math or reading. This tutoring could support the HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.

	Nov	Feb	June
	10%	20%	100%

Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards.

-- We will meet each of our Performance Objectives for each subject.

Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist

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 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Funding Sources: Title I Extra Duty for Tutoring Pay - 211 Title I, Part A

Strategy 6 Details	Formative Reviews		
Strategy 6: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus. **Strategy's Expected Result/Impact:** 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets. **Staff Responsible for Monitoring:** Campus Administrators and PACE Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.5	**Formative**		
	Nov	**Feb**	**June**
	25%	90%	95%

Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize Dooley's Instructional Model to identify and apply instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic performance through implementation of the instructional elements embedded in Dooley's Instructional Model so that... -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) **Staff Responsible for Monitoring:** Campus Administrators **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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Bilingual Dictionaries for Newcomer English Learners - 211 Title I, Part A	25%	50%	75%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Math Growth in grades 2-5 is less than reading growth **Root Cause**: Lack of time to plan deeply due to all the COVID-related requirements; planning focus on essential standards, which mean less time spent on supporting standards; often, teachers' focus was on struggling learners and that left behind the higher learners (skills, growth); difficulty catching students' mistakes in the moment and providing informal progress monitoring and feedback; what kind of error?

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 Dooley 3rd grade students that score meets grade level or above on STAAR Math will increase from 39% in 2019 to 41% by June 2022. The Economically Disadvantaged student group performance will increase from 41% in 2019 to 48% in 2022. The English Learners student group performance will increase from 40% in 2019 to 44% in 2022.

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Records - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Record- 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2019. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%	75%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	Formative		
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Family Engagement Night - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, English Dictionaries for Parent ESL classes - 211 Title I, Part A	Nov	Feb	June
	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize adult temps, substitutes, and teacher assistants to meet HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.	Formative		
Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards. -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist **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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Adult Temp Pay - 211 Title I, Part A	Nov	Feb	June
	25%	80%	100%

Strategy 4 Details	Formative Reviews

Strategy 4 Details	Formative		

Strategy 4: Provide Dooley Teachers with Extra Duty Pay to provide tutoring on Tuesdays or Thursdays after school for one hour for students in 3rd through 5th grade who are performing below grade level expectations in math or reading. This tutoring could support the HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.
 	
    Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards.
 	
    -- We will meet each of our Performance Objectives for each subject.
    Staff Responsible for Monitoring: Campus Administrators and Instructional Specialist
 	
    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 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Student Learning 1
    Funding Sources: Title I Extra Duty for Tutoring Pay - 211 Title I, Part A
	Nov	**Feb**	**June**

	10%	20%	100%

Strategy 5 Details	Formative Reviews

Strategy 5 Details	Formative		

Strategy 5: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.
 	
    Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets.
    Staff Responsible for Monitoring: Campus Administrators and PACE Specialist
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.5
	Nov	**Feb**	**June**

	25%	90%	95%

Strategy 6 Details	Formative Reviews

Strategy 6: Utilize Dooley's Instructional Model to identify and apply instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship.	Formative		
	Nov	Feb	June

Strategy 6: Utilize Dooley's Instructional Model to identify and apply instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship.

> **Strategy's Expected Result/Impact:** Improved academic performance through implementation of the instructional elements embedded in Dooley's Instructional Model so that...
>
> -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment
>
> -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher
>
> -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered)
>
> **Staff Responsible for Monitoring:** Campus Administrators
>
> **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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Learning 1
> **Funding Sources:** Bilingual Dictionaries for Newcomer English Learners - 211 Title I, Part A

Nov: 25%   Feb: 50%   June: 75%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math Growth in grades 2-5 is less than reading growth **Root Cause**: Lack of time to plan deeply due to all the COVID-related requirements; planning focus on essential standards, which mean less time spent on supporting standards; often, teachers' focus was on struggling learners and that left behind the higher learners (skills, growth); difficulty catching students' mistakes in the moment and providing informal progress monitoring and feedback; what kind of error?

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 Dooley students that score Meets grade level or above on STAAR Math 3-5 will increase from 49% in 2019 to 51% by June 2022. The Hispanic student group performance will increase from 43% in 2019 to 50% in 2022. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 46% in 2022.

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Records - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Record- 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2019. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%	75%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide for Family Engagement opportunities to reach an expansive population of families in the school community	Formative		
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Family Engagement Night - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, English Dictionaries for Parent ESL classes - 211 Title I, Part A	Nov	Feb	June
	50%	85%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize adult temps, substitutes, and teacher assistants to meet HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.	Formative		
Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards. -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist **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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Adult Temp Pay - 211 Title I, Part A	Nov	Feb	June
	25%	80%	100%

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Provide Dooley Teachers with Extra Duty Pay to provide tutoring on Tuesdays or Thursdays after school for one hour for students in 3rd through 5th grade who are performing below grade level expectations in math or reading. This tutoring could support the HB 4545 mandate to help support the annual goal of 30 hours of accelerated instruction per subject in Reading and/or Math for each student who did not meet passing standards in STAAR Reading and/or Math for our current 4th and 5th graders.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: -- Every student who did not meet passing standards on STAAR Math and/or Reading will have been provided at least 30 hours of accelerated instruction for each subject they did not meet passing standards. -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Title I Extra Duty for Tutoring Pay - 211 Title I, Part A	10%	20%	100%

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets. **Staff Responsible for Monitoring:** Campus Administrators and PACE Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.5	25%	90%	95%

Strategy 6 Details	Formative Reviews

	Formative		
Strategy 6: Utilize Dooley's Instructional Model to identify and apply instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic performance through implementation of the instructional elements embedded in Dooley's Instructional Model so that... -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) **Staff Responsible for Monitoring:** Campus Administrators **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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Bilingual Dictionaries for Newcomer English Learners - 211 Title I, Part A	25%	50%	75%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Math Growth in grades 2-5 is less than reading growth **Root Cause**: Lack of time to plan deeply due to all the COVID-related requirements; planning focus on essential standards, which mean less time spent on supporting standards; often, teachers' focus was on struggling learners and that left behind the higher learners (skills, growth); difficulty catching students' mistakes in the moment and providing informal progress monitoring and feedback; what kind of error?

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 Dooley students that score Meets grade level or above on STAAR Science 5 will increase from 31% in 2019 to 34% by June 2022. The African American student group performance will increase from 14% in 2019 to 20% in 2022. The English Learner student group performance will increase from 23% in 2019 to 26% in 2022.

Evaluation Data Sources: 2021 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

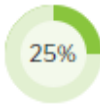| Strategy 1 Details	Formative Reviews		
Strategy 1: Use the PISD Collaborative Team Framework to identify essential standards and to respond to the 5 PLC Process Questions to improve the Teaching & Learning Cycle while building language and cognition.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic performance through implementation of PISD Collaborative Team Framework evidenced through: -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, Reading Record levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Records - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 80% or more of each remain or move to grade level (average of all 3 grade level district %ages); Reading Record- 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will show improvement based on campus numbers from 2019. **Staff Responsible for Monitoring:** Campus Administrators and Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%	75%	75%

Strategy 2 Details	Formative Reviews

Strategy 2: Provide for Family Engagement opportunities to reach an expansive population of families in the school community

	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improved family engagement would improve student engagement and learning as evidenced by: -- an increase in family engagement through completed campus/district surveys. **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** Family Engagement Night - 211 Title I, Part A, Ramp-up to Kindergarten Supplies - 211 Title I, Part A, English Dictionaries for Parent ESL classes - 211 Title I, Part A	50%	85%	100%

Strategy 3 Details	Formative Reviews

Strategy 3: Provide Dooley Teachers with Extra Duty Pay to provide tutoring on Tuesdays or Thursdays after school for one hour for students in 5th Grade to help support the mastery of Science TEKS assessed on STAAR.

	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: -- We will meet each of our Performance Objectives for each subject. **Staff Responsible for Monitoring:** Campus Administrators and Instructional Specialist **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Title I Extra Duty for Tutoring Pay - 211 Title I, Part A	10%	20%	100%

Strategy 4 Details	Formative Reviews

Strategy 4: PACE Specialist to provide for weekly Enrichment Groups for students in each grade level to support the extension of learning for students who gain early mastery of TEKS and to assist in the identification of PACE students in underrepresented student groups to reflect our student body on campus.

	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 80% of Students in MAP Quintiles 1 and 2 will meet or exceed their MAP Growth Targets. **Staff Responsible for Monitoring:** Campus Administrators and PACE Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.5	25%	90%	95%

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Utilize Dooley's Instructional Model to identify and apply instructional actions that focus on Feedback, Practicing and Deepening Lessons, Rules and Procedures, and Relationship.	**Nov**	**Feb**	**June**
Strategy's Expected Result/Impact: Improved academic performance through implementation of the instructional elements embedded in Dooley's Instructional Model so that... -- Student growth and learning, as evidenced by CFAs, grades/portfolios, IEP data, behavior trackers, MAP scores, Plano Literacy scores, IRI levels, STAAR growth, and other data captured in Edugence, despite learning environment -- K-2nd: MAP - 58% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 75% or more of each will obtain a grade appropriate reading level or higher -- 3rd-5th: 85% or more of each remain or move to grade level (average of all 3 grade level district %ages); IRI - 80% or more of each will obtain a grade appropriate reading level or higher; STAAR - percentages of students obtaining the Approaches, Meets, or Masters levels will mirror campus numbers from 2019 (the last time STAAR was administered) **Staff Responsible for Monitoring:** Campus Administrators **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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Bilingual Dictionaries for Newcomer English Learners - 211 Title I, Part A	25%	50%	75%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math Growth in grades 2-5 is less than reading growth **Root Cause**: Lack of time to plan deeply due to all the COVID-related requirements; planning focus on essential standards, which mean less time spent on supporting standards; often, teachers' focus was on struggling learners and that left behind the higher learners (skills, growth); difficulty catching students' mistakes in the moment and providing informal progress monitoring and feedback; what kind of error?

21-22 SBIC

Committee Role	Name	Position
Administrator	Tramy Tran	Principal
Administrator	Sara McCutchen	Support Staff Member
Classroom Teacher	Kristy Dellinger	Faculty Member
Classroom Teacher	Lauren Torres	Faculty Member
Classroom Teacher	Tanji Johnson	Faculty Member
Classroom Teacher	DeeDee Murray	Faculty Member
Special Education Teacher	Carol Truscott	Faculty Member
School Counselor	Ramona Cartwright	Faculty Member
Non-classroom Professional	Stephanie Maeder	Campus-Based Professional Staff Member
District-level Professional	Craig McKinney	District-Level Professional Staff Member
Parent	Hattie Fowler	Parent
Parent	Elizabeth Fenter	Parent
Parent	Jaelyn Whorton	Parent
Parent	Kevin Conner	Parent
Parent	Renee Sechrist	Parent
Parent	Robbin Williams	Parent
Community Representative	Amber Orr	Community Member
Community Representative	Larry Murray	Community Member
Business Representative	Sameer Kumar	Business Representative
Business Representative	Courtney Craven	Business Representative

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,430.00
				+/- Difference	$1,430.00
199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$426.00
				+/- Difference	$426.00
211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	English Dictionaries for Parent ESL classes		$0.00
1	1	2	Family Engagement Night		$0.00
1	1	2	Ramp-up to Kindergarten Supplies		$0.00
1	1	3	Book of the Month (20 copies of ten titles)		$0.00
1	1	7	Bilingual Dictionaries for Newcomer English Learners		$0.00
1	2	2	Family Engagement Night		$0.00
1	2	2	English Dictionaries for Parent ESL classes		$0.00
1	2	2	Ramp-up to Kindergarten Supplies		$0.00
1	2	3	Book of the Month (20 copies of ten titles)		$0.00
1	2	4	Adult Temp Pay		$0.00
1	2	5	Title I Extra Duty for Tutoring Pay		$0.00
1	2	7	Bilingual Dictionaries for Newcomer English Learners		$0.00
2	1	2	Family Engagement Night		$0.00
2	1	2	English Dictionaries for Parent ESL classes		$0.00
2	1	2	Ramp-up to Kindergarten Supplies		$0.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	Adult Temp Pay		$0.00
2	1	4	Title I Extra Duty for Tutoring Pay		$0.00
2	1	6	Bilingual Dictionaries for Newcomer English Learners		$0.00
2	2	2	Family Engagement Night		$0.00
2	2	2	English Dictionaries for Parent ESL classes		$0.00
2	2	2	Ramp-up to Kindergarten Supplies		$0.00
2	2	3	Adult Temp Pay		$0.00
2	2	4	Title I Extra Duty for Tutoring Pay		$0.00
2	2	6	Bilingual Dictionaries for Newcomer English Learners		$0.00
3	1	2	Family Engagement Night		$0.00
3	1	2	English Dictionaries for Parent ESL classes		$0.00
3	1	2	Ramp-up to Kindergarten Supplies		$0.00
3	1	3	Title I Extra Duty for Tutoring Pay		$0.00
3	1	5	Bilingual Dictionaries for Newcomer English Learners		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$124,630.00
				+/- Difference	$124,630.00
282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,250.00
				+/- Difference	$4,250.00
				Grand Total Budgeted	$130,736.00
				Grand Total Spent	$0.00
				+/- Difference	$130,736.00

Addendums

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	- Employ discipline interventions - Use other intervention strategies as necessary/appropriate - Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** - 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. **Fitness** 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. **Physical Activity Requirements** - 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.

	using pedometers and heart rate monitors. ● 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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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		

	community informed. Funding source: State and Local ● 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		