

Plano Independent School District

Wyatt Elementary

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

A caring community dedicated to academic excellence for all learners in a challenging and nurturing environment.

Vision

Future Driven
Global Citizens

Students prepared for the journey ahead.

Creative Thinkers

PASSIONATE LEARNERS

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Our demographics are very diverse and play a significant role in the strength of our program at Wyatt. We are creating a global community awareness benefiting the educational growth of each individual student. As our community ages, our enrollment is declining. Engaging with our community will allow us to expand awareness of our diverse and safe environment. We offer numerous opportunities for the community to participate in the daily life of our campus. We have an active parent community, an involved and diverse PTA, and a student population that is very engaged in school functions both during and outside of school.

Demographics Strengths

Student diversity

- 56% Asian
- 25% White
- 10% Hispanic
- 4% African American
- 6% Econ Dis
- 15% ESL
- 7% SPED
- 5% Mobility
- 98.2% Attendance
- 41.3% PACE
- 4% 504 6 Distinctions

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus is experiencing declining enrollment **Root Cause:** The Wyatt neighborhoods are aging out and not many new homes go on the market.

Problem Statement 2: The At-Risk Population has increased in recent years to 25% **Root Cause:** The demographics of the areas are shifting to include more low income families and students with at-risk needs.

Student Learning

Student Learning Summary

Wyatt 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.

STAAR, MAP, and TELPAS data were reviewed and analyzed to identify strengths and weaknesses within the Wyatt instructional program. Overall, there is consistent growth and achievement in all areas and in all demographics. With an emphasis on differentiation and guided reading in our campus improvement plan for the previous year, we were able to target the needs of specific students. Additionally, emphasis was placed on student engagement and the social emotional needs of specific students. All grade levels implemented guided reading and there was significant growth in reading scores across the campus. Training was provided for staff regarding the use of differentiated instructional strategies and strategies to assist with gifted learning including the use depth & complexity icons.

Student Learning Strengths

MAP and STAAR Grades 3-5

- Reading growth K-2 is very large
- Each grade level uses some form of math differentiation
- * Grades 3 - 5 serve students who are cognitively 2 standard deviations about the typical student in their grade through Math Rocks program
- * 3rd - 5th each grade level has a significant number of high achieving math students, who do not meet criteria for Math Rocks, yet need something more than peers in grade level
- *math camps are routine used with flexible grouping throughout the year in grade K-2
- Targeted intervention addresses needs and strengths
- Support for education is strong in our community Implications:
- Data indicates that our diverse students are stronger in both math and reading
- K-2 enters at different levels but there is growth over time
- Diverse population attends school outside of normal Wyatt hours

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Target students to move from "meets" to "masters"

Problem Statement 2: Higher level questioning during reading to improve comprehension

Problem Statement 3: Be diligent during student placement (SPED, ELL, PACE, Math Rocks, Speech, Take Flight)

Problem Statement 4 (Prioritized): Student Achievement is impacted by inconsistencies with regard to pacing, completion dates, and small vs. whole group instruction which causes lack of equity for all students within the grade level. **Root Cause:** Lack of targeted instruction, Embed intervention and enrichment time, Devoted PLC time for I/E planning, Using common formative assessments regularly, We let students "get away with" things lower than their cognitive ability (i.e. - speaking and responding to in complete sentences), Developing a common language across grade levels (K-5, SPED, and ESL), Teacher assumptions regarding student ability levels impacting learning, More intentional focus of extended planning

School Processes & Programs

School Processes & Programs Summary

Wyatt has worked over the last several years to put in place programs and processes that benefit the students and staff. It has been and continues to be a priority to refine our systems to make them more efficient.

Some recent changes that have been put in place to refine our campus wide systems include the following: 1) Communicating master schedule sooner with teacher input. 2) School-wide behavior plan has been developed and has been presented to the staff. The refinement of the plan is ongoing. 3) Collaboration using the PLC model - specifically grade level teams, service teams, the guiding coalition, the leadership team, and even cross/like campus collaboration. 4) Data driven instruction - specifically using data to target skills needed and instruction. 5) Safety protocol - specifically our safety plan that was put in place and practiced/rehearsed. 6) Student engagement - specifically love of learning (based on survey from 2018-2019).

School Processes & Programs Strengths

Collaboration

- Teams
- Cross Campuses

Guided Reading Differentiation Safety

- ICS Plan
- Reunification Plan Data Driven Instruction

Student Engagement/Love of Learning

Technology

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior and learning is impacted by inconsistent behavioral expectations across the campus. **Root Cause:** Varied use of behavior strategies across the campus, resorting to practices that were utilized prior to restorative practices training, lack of a common language, more training needed in restorative practices, teachers unclear of the hierarchy of intervention (when to get an admin involved), understanding the difference between teacher-directed and admin supported behavior referrals in Review360.

Problem Statement 2: Teacher feedback is necessary in the development of the master schedule.

Problem Statement 3: Continued improvement is needed in guided reading and differentiation for upper tier students.

Perceptions

Perceptions Summary

Our perception is that Wyatt is a safe school community with a focus on social/emotional support. We gathered data from parent, student, and staff surveys. We pride ourselves on the positive learning culture that is exhibited by both staff and students. We have spent quality time employing the strategies to make Wyatt a High Reliability School as we focused time and energy on creating a Safe and Collaborative School Culture. Wyatt is deeply rooted in the values of academic excellence, social and emotional development, and diversity. The strive for equity across the campus as we believe that all students should benefit from high quality teaching in every classroom. We believe in the value of the arts in creating a well rounded school program that engages all types of learners. Our school traditions are numerous and help to establish a family environment that brings the school and community together throughout the year. Wyatt was recently honored with the PTA School of Excellence Award which emphasizes the arts and community engagement.

Perceptions Strengths

Safe school community

- Staff, students, parents waiting to complete

Collaborative

- Staff survey Social Emotional Support
- Survey data
- morning circles
- Assemblies Friendly/Student Centered
- Artwork
- Assemblies
- Parent Visitors Communication
- Many forms
- Staff and community weekly newsletter
- Phone tree
- Remind
- Surveys Emphasis on building community spirit with strong supportive PTA
- Long list of family focused events
- Parent education night

- Lego & literacy
- Book fair
- Read-a-Thon
- Science Fair
- Immigration Day/Pioneer Day
- Tejas Museum
- Famous for a Day, 100th day, pumpkin math, etc

Diversity is celebrated

Wyatt was recently honored with the PTA School of Excellence Award which emphasizes the arts and community engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A school wide positive behavior support plan is needed across the campus. **Root Cause:** Different teams and teachers have utilized different behavior systems resulting in a lack of clarity and consistency.

Problem Statement 2: Wyatt staff desire more social interactions and team building opportunities. **Root Cause:** There is a shortage of social and team building opportunities compared to what the staff desires

Problem Statement 3: A deeper understanding of our diverse student body and cultural sensitivity is needed **Root Cause:** Actions in the classroom with scheduling, tests, etc. (Religious holidays, for example) are not taken into account.

Priority Problem Statements

Problem Statement 2: Student behavior and learning is impacted by inconsistent behavioral expectations across the campus.

Root Cause 2: Varied use of behavior strategies across the campus, resorting to practices that were utilized prior to restorative practices training, lack of a common language, more training needed in restorative practices, teachers unclear of the hierarchy of intervention (when to get an admin involved), understanding the difference between teacher-directed and admin supported behavior referrals in Review360.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 1: Student Achievement is impacted by inconsistencies with regard to pacing, completion dates, and small vs. whole group instruction which causes lack of equity for all students within the grade level.

Root Cause 1: Lack of targeted instruction, Embed intervention and enrichment time, Devoted PLC time for I/E planning, Using common formative assessments regularly, We let students "get away with" things lower than their cognitive ability (i.e. - speaking and responding to in complete sentences), Developing a common language across grade levels (K-5, SPED, and ESL), Teacher assumptions regarding student ability levels impacting learning, More intentional focus of extended planning

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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

Goals



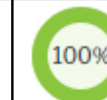










Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Wyatt 3rd grade students that score meets grade level or above on STAAR Reading will increase to 87% by June 2022. The ELL student group performance will increase to 92% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective


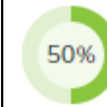


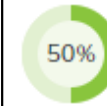


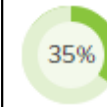





Strategy 1 Details	Formative Reviews		
Strategy 1: Data Review Meetings Strategy's Expected Result/Impact: Using established team protocols and following the campus data analysis calendar, staff will utilize multiple sources of data, as they identify the strengths and needs of their students, so that they can provide targeted instruction. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Student Support Team (SST) and Response to Intervention (RtI) Strategy's Expected Result/Impact: Teachers will follow the SST/RtI process as they implement a plan of intervention utilizing research based strategies resulting in increased student learning for targeted student groups. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Progress Monitoring Strategy's Expected Result/Impact: Teachers will monitor and document the use tiered interventions, the effectiveness of the interventions, and the data that supports student growth. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: The percent of Wyatt students that score Meets grade level or above on STAAR Reading 3-5 will increase to 90% by June 2022. The SPED student group performance will increase to 64% in 2022. The ELL student group performance will increase to 90% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

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 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 Wyatt 3rd grade students that score meets grade level or above on STAAR Math will increase to 84% by June 2022. The ELL student group performance will increase to 94% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective


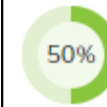


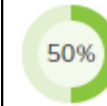


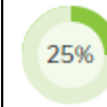





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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2: The percent of Wyatt students that score Meets grade level or above on STAAR Math 3-5 will increase to 89% by June 2022. The SPED student group performance will increase to 61% in 2022. The ELL student group performance will increase to 95% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective




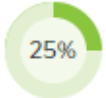









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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Wyatt students that score Meets grade level or above on STAAR Science 5 will increase to 87% by June 2022. The Economically Disadvantaged student group performance will increase to 78% in 2022. The ELL student group performance will increase to 89% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Data Review Meetings Strategy's Expected Result/Impact: Using established team protocols and following the campus data analysis calendar, staff will utilize multiple sources of data, as they identify the strengths and needs of their students, so that they can provide targeted instruction. Staff Responsible for Monitoring: Administrators, Teachers	Formative		
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

21-22 SBIC

Committee Role	Name	Position
Administrator	Michael Minyard	Staff Member
Administrator	Cynthia Hentges	Staff Member
Non-classroom Professional	Allison Smith	Staff Member
Classroom Teacher	Angela Krape	Staff Member
Classroom Teacher	Katie Clancy	Staff Member
Non-classroom Professional	Mary Lee Grounds	Staff Member
Classroom Teacher	Kevin Holland	Staff Member
Classroom Teacher	Kim Ramirez	Staff Member
Classroom Teacher	Sandra Ross	Staff Member
District-level Professional	Chris Lillie	District Representative
Community Representative	Phylis Stoup	Community Representative
Community Representative	Mikie Kindsfather	Community Representative
Business Representative	Julie Brewton	Business Representative
Parent	Chad Till	Parent Representative
Parent	Sarah St. Louis	Parent Representative
Parent	Rene Potter	Parent Representative
Parent	John Smith	Parent Representative
Parent	Lesley Smith	Parent Representative
Parent	Li Sun	Parent Representative
Parent	Rima Modi	Parent Representative
Business Representative	Christina Gonzales	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					\$1,350.00
+/- Difference					\$1,350.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$372.00
+/- Difference					\$372.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,550.00
+/- Difference					\$1,550.00
Grand Total Budgeted					\$3,272.00
Grand Total Spent					\$0.00
+/- Difference					\$3,272.00

Addendums

Wyatt - 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 82% in 2019 to 84% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
83% 2019 Baseline: 82%	84%	86%	88%	90%

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	*	75	68	*	94	*	*	50	56	86	91	84	72	82
2020	*	77	68	*	94	*	*	51	58	87	92	84	73	83
2021	*	79	69	*	95	*	*	52	61	89	94	85	75	84
2022	*	83	69	*	95	*	*	54	65	91	97	85	77	86
2023	*	87	70	*	96	*	*	57	70	94	100	86	80	88
2024	*	93	72	*	98	*	*	60	76	97	105	88	83	90
2019-2021	*	4	1	*	1	*	*	2	5	3	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

Wyatt - 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 84% in 2019 to 86% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
85% 2019 Baseline: 84%	86%	87%	88%	89%

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	*	80	88	*	86	*	*	58	71	80	86	88	75	84
2020	*	81	88	*	86	*	*	59	72	81	87	88	76	85
2021	*	84	88	*	86	*	*	60	75	82	88	88	77	86
2022	*	86	89	*	87	*	*	62	78	84	89	89	79	87
2023	*	90	89	*	87	*	*	65	82	86	91	89	81	88
2024	*	95	90	*	88	*	*	68	87	89	94	90	84	89
2019-2021	*	4	0	*	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

Wyatt

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			28		46		5	10			21	72	18	90
2019		70	79		87		100	50			86	85	78	83
2020		72	79		87		100	51			88	85	79	84
2021		75	80		88		100	53			90	86	81	85
2022		78	81		89		100	55			92	87	83	87
2023		83	82		90		100	57			96	88	86	89
2024		88	83		91		100	60			100	89	90	91

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

Wyatt

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			28		46		5	10			21	72	18	90
2019		70	75		93		60	60			90	81	89	82
2020		72	75		93		61	61			91	81	90	83
2021		74	76		94		62	63			92	82	91	83
2022		77	76		94		63	65			94	82	93	84
2023		81	77		95		64	67			96	83	95	86
2024		86	78		96		66	70			99	84	98	87

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

Wyatt

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	75	71	84		91		75	59	63	85	84	87	80	86
2020	77	73	84		91		76	60	65	86	86	87	81	87
2021	79	76	85		92		78	62	68	88	88	88	83	88
2022	82	79	86		93		79	64	72	90	90	89	85	90
2023	86	84	87		94		82	66	77	93	94	90	88	92
2024	91	89	88		95		85	69	83	96	98	91	92	94

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	75	71	81		96		50	56	79	92	91	89	80	87
2020	77	73	81		96		51	57	81	93	92	89	81	88
2021	79	75	82		97		52	59	83	94	93	90	82	88
2022	82	78	82		97		53	61	86	96	95	90	84	89
2023	86	82	83		98		54	63	90	98	97	91	86	91
2024	91	87	84		99		56	66	95	100	100	92	89	92

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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