Plano Independent School District

Barron Elementary

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

Barron is building a strong community that supports independent learners and leaders.

Vision

Inspiring a community of passionate and innovative learners.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 4
Priority Problem Statements 5
Comprehensive Needs Assessment Data Documentation 6
Goals 7
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. 8
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. 14
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. 17
SBIC 18
Campus Funding Summary 19
Addendums 21

Comprehensive Needs Assessment

Revised/Approved: September 10, 2021

Demographics

Demographics Summary

There has been a decrease in overall student enrollment, roughly 23%, from 2016/17 to the current school year of 2021/22. However, the Economically Disadvantaged rate and the ELL rate has not decrease at the same rate as overall enrollment. In constrast, the ELL rate has increased 12.5% from 2016/2017 to the current year of 2021/2022.

Demographics Strengths

The enrollment stayed consistent from 2020/21 to 2021/22, even during a pandemic year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There has been a decrease in overall student enrollment, roughly 23%, from 2016/17 to the current school year of 2021/22. However, the Economically Disadvantaged rate and the ELL rate has not decrease at the same rate as overall enrollment. In constrast, the ELL rate has increased 12.5% from 2016/2017 to the current year of 2021/2022.

Student Learning

Student Learning Summary

Barron 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The Spring MAP to STAAR projections for 2021 Reading STAAR indicates that there is a decrease in all student groups for the approaches and meets levels. On average, 67% of our Economically Disadvantaged groups scored at Approaches level compared to 68% in the district. On average, 19% of our Economically Disadvantaged groups scored at the Meets level compared to 36% at the district level. **Root Cause:** There was a lack of consistent delivery of guided reading as well as a gap in teachers' knowledge of best practices in the instruction of guided reading.

Problem Statement 2 (Prioritized): The Spring MAP to STAAR projections for 2021 Math STAAR indicates that there is a decrease in all student groups for the approaches and meets level. On average, 62% of our Economically Disadvantaged groups scored at Approaches level compared to 62% in the district. On average, 16% of our Economically Disadvantaged groups scored at the Meets level compared to 25% at the district level. **Root Cause:** There was inconsistency with small group math instruction. There was inconsistency with the targeted and intentional instruction due to an inconsistency of rigorous and targeted stations that allowed for spiraling of the standards.

Problem Statement 3 (Prioritized): The district writing assessments indicate that a higher percent of Barron students in 4th grade scored below a 2 than any other grade. in 4th grade, 62% of the students scored below a 2 on the district rubric compared to an average of 6% in grades Kinder, 1st, 2nd, 3rd and 5th. **Root Cause:** There was a lack of understanding about the scoring rubric and the changes in for each collection (BOY, MOY and EOY). There was a lack of training about the variety of resources and how to choose the best ones for the needs of the students.

Problem Statement 4 (Prioritized): The district reading record analysis indicates that, on average, 69% of the Barron students that begin the year reading below grade level do not move (or grow) to on level reading by the end of the year. **Root Cause:** There was a lack of targeted instruction (in the area of guided reading) and inconsistency with differentiated instruction. There was a lack of intentional vocabulary instruction with a focus on increasing oral language proficiency.

Priority Problem Statements

Problem Statement 1: The Spring MAP to STAAR projections for 2021 Reading STAAR indicates that there is a decrease in all student groups for the approaches and meets levels. On average, 67% of our Economically Disadvantaged groups scored at Approaches level compared to 68% in the district. On average, 19% of our Economically Disadvantaged groups scored at the Meets level compared to 36% at the district level.

Root Cause 1: There was a lack of consistent delivery of guided reading as well as a gap in teachers' knowledge of best practices in the instruction of guided reading.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The Spring MAP to STAAR projections for 2021 Math STAAR indicates that there is a decrease in all student groups for the approaches and meets level. On average, 62% of our Economically Disadvantaged groups scored at Approaches level compared to 62% in the district. On average, 16% of our Economically Disadvantaged groups scored at the Meets level compared to 25% at the district level.

Root Cause 2: There was inconsistency with small group math instruction. There was inconsistency with the targeted and intentional instruction due to an inconsistency of rigorous and targeted stations that allowed for spiraling of the standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The district writing assessments indicate that a higher percent of Barron students in 4th grade scored below a 2 than any other grade. in 4th grade, 62% of the students scored below a 2 on the district rubric compared to an average of 6% in grades Kinder, 1st, 2nd, 3rd and 5th.

Root Cause 3: There was a lack of understanding about the scoring rubric and the changes in for each collection (BOY, MOY and EOY). There was a lack of training about the variety of resources and how to choose the best ones for the needs of the students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The district reading record analysis indicates that, on average, 69% of the Barron students that begin the year reading below grade level do not move (or grow) to on level reading by the end of the year.

Root Cause 4: There was a lack of targeted instruction (in the area of guided reading) and inconsistency with differentiated instruction. There was a lack of intentional vocabulary instruction with a focus on increasing oral language proficiency.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Revised/Approved: October 12, 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 Reading and STAAR Writing from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Barron 3rd grade students that score meets grade level or above on STAAR Reading will increase to 31% by June 2022. The Economically Disadvantaged student group performance will increase to 25% in 2022. The English Learner student group performance will increase to 25% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Provide ongoing professional learning and support in language development and acquisition within our bilingual teacher PLC. **Strategy's Expected Result/Impact:** higher student achievement /increase in teachers' knowledge base as evidenced by samples of lesson plans that include ELPS strategies/ increase in student growth on TELPAS **Staff Responsible for Monitoring:** Administrators/bilingual teachers/ESL teachers/bilingual specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	40%	65%	65%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Build a consistent understanding and implementation of balanced literacy across all grade levels using the balanced literacy model. **Strategy's Expected Result/Impact:** Increase in the fidelity of Balanced Literacy with evidence of all the components as evidenced by the reading walk forms/data; Increase in student achievement **Staff Responsible for Monitoring:** Administrators/Instructional Specialists/All teaching staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	40%	50%	50%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Kinder, 1st and 2nd grade teachers will use Teaching Writing in Small Groups Book to enhance their writing lessons and skills. **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** teachers; principals **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Books - 211 Title I, Part A - $250	0%	0%	10%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Use of Family Engagement Packs to promote literacy and reading awareness in our Kinder and 1st grades. **Strategy's Expected Result/Impact:** Increase in family participation and awareness of the importance of reading **Staff Responsible for Monitoring:** Instructional Specialists; principals **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Family Engagement Packs - 211 Title I, Part A - $1,478.20	0%	0%	25%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Kinder-2nd grade students will utilize Ipads for a listening station to increase their fluency rates and listen to good reading. They will listen to audible books and learn how to follow the fluency rates to improve their own reading rates. **Strategy's Expected Result/Impact:** Increase in student reading abilities and fluency rates **Staff Responsible for Monitoring:** teachers; principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Ipads - 211 Title I, Part A - $10,315, Ipad cases- protection cases - 211 Title I, Part A - $1,603, Ipad headphones - 211 Title I, Part A - $328.30	0%	0%	10%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The Spring MAP to STAAR projections for 2021 Reading STAAR indicates that there is a decrease in all student groups for the approaches and meets levels. On average, 67% of our Economically Disadvantaged groups scored at Approaches level compared to 68% in the district. On average, 19% of our Economically Disadvantaged groups scored at the Meets level compared to 36% at the district level. **Root Cause**: There was a lack of consistent delivery of guided reading as well as a gap in teachers' knowledge of best practices in the instruction of guided reading.

Problem Statement 3: The district writing assessments indicate that a higher percent of Barron students in 4th grade scored below a 2 than any other grade. in 4th grade, 62% of the students scored below a 2 on the district rubric compared to an average of 6% in grades Kinder, 1st, 2nd, 3rd and 5th. **Root Cause**: There was a lack of understanding about the scoring rubric and the changes in for each collection (BOY, MOY and EOY). There was a lack of training about the variety of resources and how to choose the best ones for the needs of the students.

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 Barron students that score Meets grade level or above on STAAR ELA 3-5 will increase to 41% by June 2022. The Economically Disadvantaged student group performance will increase to 42% in 2022. The English Learner student group performance will increase to 38% in 2022.

Evaluation Data Sources: 2021-22 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Build a consistent understanding and implementation of balanced literacy across all grade levels using the balanced literacy model. **Strategy's Expected Result/Impact:** Increase in the fidelity of Balanced Literacy with evidence of all the components as evidenced by the reading walk forms/data; Increase in student achievement **Staff Responsible for Monitoring:** Administrators/Instructional Specialists/All teaching staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	40%	65%	65%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Utilize Running/Reading Records to assess and monitor all K-5 student's reading progress on a monthly basis. **Strategy's Expected Result/Impact:** Increase in students' reading levels and overall student achievement **Staff Responsible for Monitoring:** Administrators/All teaching staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	30%	60%	60%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Use of Instructional Resources (PathBlazers and Dream Box) at home by including parents in the school to home implementation. **Strategy's Expected Result/Impact:** Increase in use of PathBlazers and Dream Box at home; increase in student achievement **Staff Responsible for Monitoring:** Administrators; Teachers and Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.1, 3.2	10%	20%	20%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: The continuation of The Writing Task Force to align tight writing expectations for all grades and increase the rigor of the writing instruction for all student groups. **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** Administrators/all teaching staff/ Writing Task Force **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	15%	45%	45%

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: The development of a system to allow for a calibration of student writing scores and expectations in grades 2-5 to ensure student progress **Strategy's Expected Result/Impact:** Higher student achievement **Staff Responsible for Monitoring:** Administrators/ all teacher staff/ Writing Task Force **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	0%	50%	50%

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Use of an Adult Temp to work in small groups for targeted instruction in the area of reading. **Strategy's Expected Result/Impact:** increase in student's reading levels and reading STAAR scores **Staff Responsible for Monitoring:** Administration; Instructional Specialist: Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 4 **Funding Sources:** Adult Temp - 211 Title I, Part A - $10,500	40%	60%	65%

Strategy 7 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 7: Use of All in Learning Student Engagement and Data System. This system will be used in all content areas to gather formative data during formative assessments to determine the adjustments needed in our instructional program. The data will also be used for data and planning meetings. **Strategy's Expected Result/Impact:** weekly common formative assessments; data discussions in weekly PLC (evidenced by agendas); calibration between data with formative assessments and unit assessments; student goal setting; higher student achievement **Staff Responsible for Monitoring:** teachers, Instructional Specialists, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	45%	70%	70%

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: Lone Star School Counselor Association Conference **Strategy's Expected Result/Impact:** Our counselor will attend the state conference to gain more knowledge on current SEL and counseling strategies that will enhance and support our instructional programming. She will share the new learning with her peer and use it in her lessons with our students. She will also use the learning for parent meetings. **Staff Responsible for Monitoring:** Counselor/Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Student Learning 2 **Funding Sources:** Registration for Conference - 211 Title I, Part A - $170	60%	60%	60%

Strategy 9 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 9: Use of an adult temp to work with targeted groups of students in grades 2nd-5th for interventions and enrichment. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Adult Temp - 211 Title I, Part A - $4,788	0%	50%	55%

Strategy 10 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 10: Use of a scanner to allow for collaboration in our writing development and continued district wide professional development. For district initiatives such as Writers' Workshop this expenditure is critical for continued collaboration. There is a direct use in our professional learning programs in high need instructional areas and professional growth opportunities. **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Cannon Scanner - 211 Title I, Part A - $777.10	0%	0%	20%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: The Spring MAP to STAAR projections for 2021 Reading STAAR indicates that there is a decrease in all student groups for the approaches and meets levels. On average, 67% of our Economically Disadvantaged groups scored at Approaches level compared to 68% in the district. On average, 19% of our Economically Disadvantaged groups scored at the Meets level compared to 36% at the district level. **Root Cause**: There was a lack of consistent delivery of guided reading as well as a gap in teachers' knowledge of best practices in the instruction of guided reading.

Problem Statement 2: The Spring MAP to STAAR projections for 2021 Math STAAR indicates that there is a decrease in all student groups for the approaches and meets level. On average, 62% of our Economically Disadvantaged groups scored at Approaches level compared to 62% in the district. On average, 16% of our Economically Disadvantaged groups scored at the Meets level compared to 25% at the district level. **Root Cause**: There was inconsistency with small group math instruction. There was inconsistency with the targeted and intentional instruction due to an inconsistency of rigorous and targeted stations that allowed for spiraling of the standards.

Problem Statement 4: The district reading record analysis indicates that, on average, 69% of the Barron students that begin the year reading below grade level do not move (or grow) to on level reading by the end of the year. **Root Cause**: There was a lack of targeted instruction (in the area of guided reading) and inconsistency with differentiated instruction. There was a lack of intentional vocabulary instruction with a focus on increasing oral language proficiency.

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 Barron 3rd grade students that score meets grade level or above on STAAR Math will increase to 48% by June 2022. The Hispanic student group performance will increase to 47% in 2022. The Economically Disadvantaged student group performance will increase to 47% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Use of All in Learning Student Engagement and Data System. This system will be used in all content areas to gather formative data during formative assessments to determine the adjustments needed in our instructional program. The data will also be used for data and planning meetings. **Strategy's Expected Result/Impact:** weekly common formative assessments; data discussions in weekly PLC (evidenced by agendas); calibration between data with formative assessments and unit assessments; student goal setting; higher student achievement **Staff Responsible for Monitoring:** teachers, Instructional Specialists, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	45%	70%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: QBall Speaker System for Students **Strategy's Expected Result/Impact:** Students will increase their engagement level in the instruction by collaborating with their peers and having an opportunity to share their thinking; increase in oral communication; increase in student achievement (TELPAS) **Staff Responsible for Monitoring:** Administrators; teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Qball System and covers - 211 Title I, Part A - $2,895	30%	60%	60%

0% No Progress 100% 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 Barron students that score Meets grade level or above on STAAR Math 3-5 will increase to 48% by June 2022. The Hispanic student group performance will increase to 47% in 2022. The Economically Disadvantaged student group performance will increase to 47% in 2022.

Evaluation Data Sources: 2021-22 Math STAAR

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Fidelity with Number Talks and collaborate talks within the math block to allow for higher level of student thinking and discussions around their reasoning **Strategy's Expected Result/Impact:** Higher student achievement **Staff Responsible for Monitoring:** Administrators/ all teaching staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	35%	45%	45%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Parent Virtual Night- parents and students will engage in games to reinforce number concepts and the importance of math. It will allow the parents to support their students at home. **Strategy's Expected Result/Impact:** Increase in parent involvement **Staff Responsible for Monitoring:** Administrators **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** snacks, baggies - 211 Title I, Part A	0%	20%	40%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Professional Learning Book Study to improve collaboration and culture of teachers and staff which will impact student achievement. **Strategy's Expected Result/Impact:** Increase in staff culture and collaboration and student achievement **Staff Responsible for Monitoring:** Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Professional Books - 211 Title I, Part A	60%	60%	60%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Principal, Instructional Specialist and Bilingual Instructional Specialist will attend the Ron Clark Educational Conference **Strategy's Expected Result/Impact:** Increase in knowledge of how to increase student engagement to impact student achievement **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** Conference, Hotel, Food - 211 Title I, Part A - $2,075	0%	0%	35%

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The Spring MAP to STAAR projections for 2021 Math STAAR indicates that there is a decrease in all student groups for the approaches and meets level. On average, 62% of our Economically Disadvantaged groups scored at Approaches level compared to 62% in the district. On average, 16% of our Economically Disadvantaged groups scored at the Meets level compared to 25% at the district level. **Root Cause**: There was inconsistency with small group math instruction. There was inconsistency with the targeted and intentional instruction due to an inconsistency of rigorous and targeted stations that allowed for spiraling of the standards.

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 Barron students that score Meets grade level or above on STAAR Science 5 will increase to 28% by June 2022. The Hispanic student group performance will increase to 28% by June 2022. The English Learner student group performance will increase to 25% in 2022.

Evaluation Data Sources: 2021-22 Science STAAR

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Focus on academic language in the area of science when developing learning targets to ensure a high level of rigorous instruction and vertical alignment across grade levels **Strategy's Expected Result/Impact:** daily unpacking of learning targets to increase mastery of academic vocabulary; higher student achievement **Staff Responsible for Monitoring:** Administrators/all teaching staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools	20%	30%	30%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Book Study/professional learning with Instructional Specialists on mentoring and instructional coaching to impact instruction-Coach's Guide to Teaching **Strategy's Expected Result/Impact:** Increase in ability for specialists to perform as Instructional Coaches **Staff Responsible for Monitoring:** Instructional Specialists **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** Books - 211 Title I, Part A - $261.90	0%	25%	25%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Book Study/Professional Learning for Student Engagement and Behavior Management **Strategy's Expected Result/Impact:** increase in student engagement which leads to an increase in student achievement **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** books - 211 Title I, Part A - $524.25	0%	0%	20%

No Progress | Accomplished | Continue/Modify | Discontinue

SBIC

Committee Role	Name	Position
Administrator	Kalvin Burkley	Assistant Principal
Administrator	Tricia Lancaster	Principal
Community Representative	Mike Morrisson	Member
Classroom Teacher	Julia Harben	Teacher
Non-classroom Professional	Mirla Angel	Member
Community Representative	Katherine Goodwin	PTA President

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	$5,022.00
				+/- Difference	$5,022.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,200.00
				+/- Difference	$1,200.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Books		$250.00
1	1	4	Family Engagement Packs		$1,478.20
1	1	5	Ipad cases- protection cases		$1,603.00
1	1	5	Ipad headphones		$328.30
1	1	5	Ipads		$10,315.00
1	2	6	Adult Temp		$10,500.00
1	2	8	Registration for Conference		$170.00
1	2	9	Adult Temp		$4,788.00
1	2	10	Cannon Scanner		$777.10
2	1	2	Qball System and covers		$2,895.00
2	2	2	snacks, baggies		$0.00
2	2	3	Professional Books		$0.00
2	2	4	Conference, Hotel, Food		$2,075.00
3	1	2	Books		$261.90
3	1	3	books		$524.25

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$35,965.75
				Budgeted Fund Source Amount	$189,609.00
				+/- Difference	$153,643.25

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,400.00
				+/- Difference	$6,400.00
				Grand Total Budgeted	$202,231.00
				Grand Total Spent	$35,965.75
				+/- Difference	$166,265.25

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	33	34	54					28	33	22	34	37	35	37
2020	35	36	54					29	35	23	36	37	36	38
2021	37	39	55					31	38	25	38	38	38	39
2022	40	42	56					33	42	27	40	39	40	41
2023	44	47	57					35	47	30	44	40	43	43
2024	49	52	58					38	53	34	48	41	47	45

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	33	43	46					24	42	67	46	46	27	43
2020	35	45	46					25	44	68	47	46	28	44
2021	37	47	47					27	46	69	48	47	29	44
2022	40	50	47					29	49	71	50	47	31	45
2023	44	54	48					31	53	73	52	48	33	47
2024	49	59	49					34	58	76	55	49	36	48

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

Barron

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		49						7	49		44	48	8	56
2019		20						29	20		20	23	63	29
2020		22						30	22		22	23	64	30
2021		25						32	25		24	24	66	31
2022		28						34	29		26	25	68	33
2023		33						36	34		30	26	71	35
2024		38						39	40		34	27	75	37

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

Barron

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		49						7	49		44	48	8	56
2019		41						14	43		43	44	63	46
2020		43						15	45		44	44	64	47
2021		45						17	47		45	45	65	47
2022		48						19	50		47	45	67	48
2023		52						21	54		49	46	69	50
2024		57						24	59		52	47	72	51

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

Barron - 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 24% in 2019 to 26% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
25% 2019 Baseline: 24%	26%	28%	30%	32%

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	40	20	*	*	*	*	*	0	22	*	23	26	11	24
2020	41	22	*	*	*	*	*	1	24	*	24	26	12	25
2021	44	24	*	*	*	*	*	2	27	*	26	27	14	26
2022	47	28	*	*	*	*	*	4	31	*	29	27	16	28
2023	51	32	*	*	*	*	*	7	36	*	32	28	19	30
2024	56	38	*	*	*	*	*	10	42	*	37	30	22	32
2019-2021	4	4	*	*	*	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

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

Yearly Target Goals

2020	2021	2022	2023	2024
26% 2019 Baseline: 25%	27%	28%	29%	30%

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	20	23	43	*	*	*	*	20	27	*	22	25	22	25
2020	21	24	43	*	*	*	*	21	28	*	23	25	23	26
2021	24	27	43	*	*	*	*	22	31	*	24	25	24	27
2022	27	29	44	*	*	*	*	24	34	*	25	26	26	28
2023	31	33	44	*	*	*	*	27	38	*	27	26	28	29
2024	36	38	45	*	*	*	*	30	43	*	30	27	31	30
2019-2021	4	4	0	*	*	*	*	2	4	*	2	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**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		