

Plano Independent School District

Otto Middle School

2022-2023

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 20, 2022

Mission Statement

We exist to establish a strong foundational knowledge, instill social awareness, and build servant leadership skills that will open opportunities and create a ripple effect of positive change.

Vision

Every student will become an academic & social leader by meeting standard on their ELAR and Math STAAR assessments and serving as a positive role model in their decisions and interactions with others.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - School Processes & Programs 4
 - Perceptions 6
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
 - 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 RLA from 2022 to 2023. 12
 - 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 the STAAR Math assessment from 2022 to 2023. 16
 - Goal 3: 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 the STAAR Science assessment from 2022 to 2023. 21
 - Goal 4: 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 the STAAR Social Studies assessment from 2022 to 2023. 25
 - Goal 5: Every student will become a social leader by serving as a positive role model in their decisions and interactions with others. 29
- Site-Based Improvement Committee 31
- Campus Funding Summary 32
- Addendums 34

Comprehensive Needs Assessment

Demographics

Demographics Summary

Otto Middle School is a Title 1 school with an enrollment of 991 students. The ethnic diversity of the school has shifted slightly with Asian and White students declining 3% while African American (13%) and Hispanic (26%) student populations held steady over last school year. The SPED population increased to 12% with the addition of a new program for autistic students. The economically disadvantaged population increased significantly from 31% to 41% this year. The ESL population is continuing to grow, representing 25% of the student body. This is a 3% increase over last year and a 7% overall increase over the last two years. Sixth grade continues to be our smallest population of the three grades with 305 students, while 7th and 8th grade are very close in size with 340 and 346 students, respectively.

Demographics Strengths

- Ethnically diverse staff that is reflective of the student body
- Low mobility rate
- Strong parent & community support
- Strong PTSA organization which actively supports the school and students
- Inclusive student culture which spans broad socioeconomic levels and a very diverse ethnic composition

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus staff need to ensure that cohesion and inclusivity are prioritized within academics, student activities, and social interactions. **Root Cause:** Student body academic and social needs continue to shift as the student body changes, primarily with the growth in the ESL and Economically Disadvantaged student populations.

School Processes & Programs

School Processes & Programs Summary

The campus has a proud history of placing emphasis on initiatives that promote a healthy, positive, and inclusive culture. These initiatives include utilizing PBIS and CHAMPS, promoting a 'PAWSitive' culture, behavior and achievement awards, and Bobcat Bucks. Students can earn Bobcat Bucks for academic achievement, exhibiting a growth mindset, showing respect, or helping another individual. Students look forward to redeeming their "dollars" in our weekly Bobcat Store. The campus wide implementation of PBIS and CHAMPS enables Otto to strengthen its school climate, guide students in appropriate social interactions, and support an inclusive culture through positive reinforcement.

Teachers utilize MAP data to identify and group students by common areas of low growth and low performing TEKS. These students are then assigned to specific tutorials which target their academic needs, helping to fill their individual learning gaps. This was a significant factor in the growth of our students last year and will continue this school year as we work to ensure equitable growth among all student sub-populations.

The campus advisory period is a separate class that provides time for students to build relationships, set goals, focus on social-emotional learning strategies, and access teachers for tutorials and remediation. This year, focus will be placed on helping students build executive functioning skills through the use of planners and individualized goal-setting as students track their personal data and academic growth.

PLC's have been an integral part of the campus to align planning and instruction. We are continuing to place focus on utilizing data to assess student growth and mastery, sharing effective instructional strategies, and monitoring the effectiveness of intervention efforts. This year we are incorporating backwards design processes, which help teams to define student learning proficiency and ensure instruction is appropriately rigorous and challenging for all students.

School Processes & Programs Strengths

- The Activity Bus program provides late bus runs, giving students the ability to attend targeted tutorials who would otherwise not have access
- The campus has a strong Social Emotional Learning (SEL) focus that promotes positive social interactions and relationship building for students and staff
- Bobcat Advisory provides students the opportunity to build SEL skills, attend tutorials during the school day, and time for teachers to conduct targeted remediation
- Emphasis on collaborative planning within all core subjects is a continuing campus initiative
- Strong new teacher mentor program that is providing support to our teachers as they build their pedagogical skills

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth. **Root Cause:** With limited planning time, many PLC leads new to leadership, and a large number of new teachers, the teams need guidance on effective PLC protocols and processes.

Problem Statement 2 (Prioritized): Teachers need opportunities to observe and discuss effective teaching through peer observations and instructional rounds. **Root Cause:** With

several new teachers on campus this year, their pedagogical skills will grow with the ability to observe effective instructional practices and subsequent implementation within their classrooms.

Perceptions

Perceptions Summary

Staff, student and parent/guardian perceptions are assessed multiple times throughout the year through the HRS surveys. This tool provides feedback on safety, security, levels of academic and social-emotional support. The campus also conducts staff surveys to provide an additional forum for suggestions and feedback on policies and procedures.

Perceptions Strengths

Per the results of the HRS survey, staff and students feel:

Otto is a safe and orderly environment with clear rules and procedures in place

They know the emergency procedures for the school and how to implement them

PLC teams and structures are in place that enable collaborative planning and data analysis to drive instructional decisions

They feel they have a way to provide input and feedback regarding systems and processes used within the campus

Their accomplishments and achievements are celebrated at all levels

Budgets are managed appropriately to ensure teachers have access to the instructional-related materials they need

Results from the staff survey showed that the staff:

Feel the campus climate is positive and supportive with high expectations for staff and students

The policy of no cellphones during the school day increased the ability of students to focus on instruction and learning

The activities and support from the campus SEL team were greatly appreciated in helping to reduce stress and build staff relationships

Otto continues to benefit from very strong parent and community support as well as a great PTA program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for opportunities where parents & guardians can meet with campus administration through live sessions. **Root Cause:** Parents & guardians appreciate the opportunity to feel they have a role in supporting the initiatives of the school as well as a forum to ask questions and feel heard.

Problem Statement 2: SEL activities, outreach, and team building activities are needed for the staff at Otto. **Root Cause:** The staff need opportunities to build connections, especially for new staff members, as well as opportunities to enhance their well-being and relieve stress as the school year progresses.

Problem Statement 3: The campus will benefit from the development of periodic student focus groups. **Root Cause:** Students appreciate having a voice regarding campus initiatives. They provide valuable insight into the campus culture, helping to highlight successes and uncover needs.

Priority Problem Statements

Problem Statement 1: Content teams are under-utilizing PLC time to increase teacher efficacy and target student-specific learning needs that will maximize academic growth.

Root Cause 1: With limited planning time, many PLC leads new to leadership, and a large number of new teachers, the teams need guidance on effective PLC protocols and processes.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: There is a need for opportunities where parents & guardians can meet with campus administration through live sessions.

Root Cause 3: Parents & guardians appreciate the opportunity to feel they have a role in supporting the initiatives of the school as well as a forum to ask questions and feel heard.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: Teachers need opportunities to observe and discuss effective teaching through peer observations and instructional rounds.

Root Cause 2: With several new teachers on campus this year, their pedagogical skills will grow with the ability to observe effective instructional practices and subsequent implementation within their classrooms.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- 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

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 RLA from 2022 to 2023.

Performance Objective 1: The percent of students that score Meets grade level or above on STAAR Reading 6-8 will increase from 71% in 2022 to 72% by June 2023. The Special Education student group performance will increase from 29% in 2022 to 32% in June 2023. The Hispanic student group performance will increase from 48% in 2022 to 50% by June 2023. The English Learner student group performance will increase from 48% in 2022 to 50% by June 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Digital Carousel, QReads, and targeted station work to increase academic achievement in reading skills and strategies, which will include inferencing, summarizing, identifying the main idea, context clues, and the author's purpose.</p> <p>Strategy's Expected Result/Impact: Increased comprehension and analytical skills. Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: ELAR Department Head, ELAR PLC leads, and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate strategies to teach students the process of annotating and marking texts and model purposeful annotation strategies, which will aid in comprehension across content areas and increase the depth of analysis.</p> <p>Strategy's Expected Result/Impact: Annotation and reading comprehension strategies help students to more fully engage with the material, which leads to a deeper understanding of the text and increases their ability to think critically.</p> <p>Staff Responsible for Monitoring: ELAR Department Head, ELAR PLC leads, and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement weekly revising and editing mini-lessons to model and teach grammar and convention rules.</p> <p>Strategy's Expected Result/Impact: Students will understand and apply grammar and convention rules on specified texts.</p> <p>Staff Responsible for Monitoring: ELAR Department Head, ELAR PLC leads, and Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The ELAR department will enhance academic achievement by implementing backwards design within their PLC teams to define proficiency and increase academic rigor.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts.</p> <p>Staff Responsible for Monitoring: ELAR Department Head, ELAR PLC Leads, PLC Liaison, Instructional Coach, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The ELAR department will enhance the capacity of their PLC teams by placing focus on utilizing formative and summative data to assess student growth and mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts.</p> <p>Strategy's Expected Result/Impact: Meaningful instructional planning that includes strategies targeted to academic needs and that fosters academic growth and achievement</p> <p>Staff Responsible for Monitoring: ELAR Department Head, ELAR PLC leads, and Instructional Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide targeted tutorials outside of the school day designed to address individual student's low-performing TEKS and areas of needed growth. Students will be identified thru progress monitoring using MAP, formative, and summative assessments.</p> <p>4 Teachers will be compensated \$38.50 per hour for 22 sessions = \$5,082 3 Adult temps, aides, or substitutes will be compensated \$28.00 per hour for 22 sessions = \$2,772</p> <p>Strategy's Expected Result/Impact: Decrease in performance gaps between sup-population groups along with overall increased academic performance on NWEA MAP, locally based standards-based assessments, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR Department Head, Academic Specialist, Instructional Coach and administrative team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p> <p>Funding Sources: - 282 ESSER III - \$7,854</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Through cross-curricular collaboration with Social Studies, implement AVID 'Marking the Text' strategies which ask students to think critically about their reading, decipher essential information, and decrease the time it takes to read and isolate important information.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and reading comprehension as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR Department Head, Social Studies Department Head, Instructional Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p>Staff Responsible for Monitoring: ELAR Department Head, Instructional Coach, Academic Specialist, administrative team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p>Strategy's Expected Result/Impact: For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthened teacher pedagogy.</p> <p>Staff Responsible for Monitoring: Principal and administrative team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Collaborate with Special Education and EL support staff to design and implement effective teaching and intervention strategies for EL and SPED students.</p> <p>Strategy's Expected Result/Impact: Intentional learning opportunities for staff that are designed to meet the specific needs of underperforming student sub-populations.</p> <p>Staff Responsible for Monitoring: ELAR Department Head, EL Department Head, SPED Department Head</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide professional development on the use of data and highly effective instructional strategies to help differentiate instruction and implement interventions to meet academic needs. Areas of focus will include data analysis, strategies to support EL and SPED students, as well as closing achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: ELAR department head, Instructional Coach, Academic Specialist, administrative team</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$4,954</p>	Formative		
	Nov	Feb	June
			

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Provide bus transportation before and after school to enable access to tutorials and remediation for students who could not otherwise attend.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: ELAR department head, Instructional Coach, Academic Specialist, administrative team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$2,858</p>	Formative		
	Nov	Feb	June
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Funds to pay for Edulastic teacher licenses, providing a digital assessment tool for formative and summative assessments. The program will provide immediate feedback on student progress to pinpoint concepts for remediation and reteach.</p> <p>Strategy's Expected Result/Impact: Data analysis with standard-specific feedback that will increase the ability for teachers to develop targeted remediation .</p> <p>Staff Responsible for Monitoring: ELAR Department Head, Instructional Coach, PLC Liaison, Administrator</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Use of Title 1 funds for a Title 1 Teacher who will provide academic support in reading to underperforming students to help the students achieve academic growth.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results district and campus standards based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Math Department Head, Principal</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 211 Title I, Part A - \$46,200</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 the STAAR Math assessment from 2022 to 2023.

Performance Objective 1: The percent of students that score Meets grade level or above on STAAR Math 6-8 will increase from 61% in 2022 to 62% by June 2023. The Special Education student group performance will increase from 22% in 2022 to 25% in June 2023. The Hispanic student group performance will increase from 30% in 2022 to 32% by June 2023. The English Learner student group performance will increase from 37% in 2022 to 39% by June 2023.

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The math team will implement differentiation strategies, which will include problem solving strategies, interactive notebooks, small group instruction and targeted tutorials.</p> <p>Strategy's Expected Result/Impact: Problem solving strategies will help students learn how to break down word problems into actionable steps. Interactive notebooks will promote independent thinking, metacognition, organization, and increased confidence in academic skills.</p> <p>Staff Responsible for Monitoring: Math Department Head, Math PLC leads, and Instructional Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with Special Education and EL support staff to design and implement effective teaching and intervention strategies for EL and SPED students.</p> <p>Strategy's Expected Result/Impact: Intentional learning opportunities for staff that are designed to meet the specific needs of underperforming student sub-populations.</p> <p>Staff Responsible for Monitoring: Math Department Head, EL Department Head, SPED Department Head</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Math department will enhance the capacity of their PLC teams by placing focus on utilizing formative and summative data to assess student growth and mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is responsive and adaptive to student learning needs</p> <p>Staff Responsible for Monitoring: Math Department Head, Math PLC leads, PLC Liaison, Instructional Coach, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide targeted tutorials outside of the school day designed to address individual student's low-performing TEKS and areas of needed growth. Students will be identified thru progress monitoring using MAP, formative, and summative assessments.</p> <p>4 Teachers will be compensated \$38.50 per hour for 22 sessions = \$5,082 3 Adult temps, aides, or substitutes will be compensated \$28.00 per hour for 22 sessions = \$2,772</p> <p>Strategy's Expected Result/Impact: Decrease in performance gaps between sup-population groups along with overall increased academic performance on NWEA MAP, locally based standards-based assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Math Department Head, Academic Specialist, Instructional Coach, and administrative team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Title 1 Extra Duty - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p>4 Teachers will be compensated \$38.50 per hour for 24 sessions = \$5544</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Math Department Head, Academic Specialist, Instructional Coach, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 282 ESSER III - \$5,544</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p>Strategy's Expected Result/Impact: For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthening teacher pedagogy.</p> <p>Staff Responsible for Monitoring: Principal and administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$81,500</p>	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Use of Title 1 funds for a Title 1 Teacher who will provide academic support in math to underperforming students to help the students attain and maintain academic success.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Academic Specialist, Math Department Head, Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$70,800</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide professional development on the use of data and highly effective instructional strategies to help differentiate instruction and implement interventions to meet academic needs. Areas of focus will include data analysis, strategies to support EL and SPED students, as well as closing achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Math department head, Instructional Coach, Academic Specialist, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$4,953</p>	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide bus transportation before and after school to enable access to tutorials and remediation for students who could not otherwise attend.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Math department head, Instructional Coach, Academic Specialist, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$2,858</p>	Formative		
	Nov	Feb	June
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: The Math department will enhance academic achievement by implementing backwards design within their PLC teams to define proficiency and increase academic rigor.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts.</p> <p>Staff Responsible for Monitoring: Math Department Head, Math PLC Leads, PLC Liaison, Instructional Coach, administrative team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Funds to pay for Edulastic teacher licenses, providing a digital assessment tool for formative and summative assessments. The program will provide immediate feedback on student progress to pinpoint concepts for remediation and reteach.</p> <p>Strategy's Expected Result/Impact: Data analysis with standard-specific feedback that will increase the ability for teachers to develop targeted remediation.</p> <p>Staff Responsible for Monitoring: Math Department Head, Instructional Coach, PLC Liaison, Administrator</p> <p>Title I: 2.4, 2.6 Funding Sources: - 211 Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: 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 the STAAR Science assessment from 2022 to 2023.

Performance Objective 1: The percent of students that score Meets grade level or above on STAAR Science 8 will increase from 66% in 2022 to 67% by June 2023. The Special Education student group performance will increase from 21% in 2022 to 24% in June 2023. The Hispanic student group performance will increase from 29% in 2022 to 31% by June 2023. The English Learner student group performance will increase from 35% in 2022 to 37% by June 2023.

Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement writing responses at lesson and unit level to increase acquisition, mastery, and application of academic language to address misunderstandings, monitor progress, and apply learning</p> <p>Strategy's Expected Result/Impact: Increased opportunities for writing in the content area will enable students to apply their learning to the real world, interact in a meaningful way with the academic vocabulary, and perform better on assessments. This will result in an increase in academic performance on NWEA MAP results, district, and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Science Department Head, Science PLC leads, and Instructional Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize interactive notebooks to help students to transition content from working to long term memory. An emphasis will be placed on content vocabulary to facilitate academic language acquisition.</p> <p>Strategy's Expected Result/Impact: Interactive notebooks promote independent thinking, metacognition, confidence in academic skills, organization, and better performance on assessments, which will increase academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p>Staff Responsible for Monitoring: Science Department Head, Science PLC leads, and Instructional Coach</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Science department will enhance the capacity of their PLC teams by placing focus on utilizing formative and summative data to assess student growth and mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is responsive and adaptive to student learning needs.</p> <p>Staff Responsible for Monitoring: Science department head, PLC Liaison, Instructional Coach, and Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p>Strategy's Expected Result/Impact: For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthening teacher pedagogy.</p> <p>Staff Responsible for Monitoring: Principal and administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Use Title 1 funding to pay for Edulastic teacher licenses, providing a digital assessment tool for campus-level formative assessments. The program will provide immediate results on student progress and the ability to pinpoint concepts and TEKS that require additional supports by individual teacher and the team as a whole.</p> <p>Strategy's Expected Result/Impact: Data analysis with standard-specific feedback that will increase the ability for teachers to develop targeted instruction that will meet students' learning and academic needs.</p> <p>Staff Responsible for Monitoring: Science Department Head, Instructional Coach, PLC Liaison</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Edulastic Licenses - 211 Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Science Department Head, Academic Specialist, Instructional Coach, administrative team</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide professional development on the use of data and highly effective instructional strategies to help differentiate instruction and implement interventions to meet academic needs. Areas of focus will include data analysis, strategies to support EL and SPED students, as well as closing achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Science department head, Instructional Coach, Academic Specialist, administrative team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$4,954</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide bus transportation before and after school to enable access to tutorials and remediation for students who could not otherwise attend.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Science department head, Instructional Coach, Academic Specialist, administrative team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$2,858</p>	Formative		
	Nov	Feb	June
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: The Science department will enhance academic achievement by implementing backwards design within their PLC teams to define proficiency and increase academic rigor.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts.</p> <p>Staff Responsible for Monitoring: Science Department Head, Science PLC Leads, PLC Liaison, Instructional Coach, administrative team</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: 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 the STAAR Social Studies assessment from 2022 to 2023.

Performance Objective 1: The percent of students that score Meets grade level or above on STAAR Social Studies 8 will increase from 56% in 2022 to 57% by June 2023. The Special Education student group performance will increase from 24% in 2022 to 27% in June 2023. The Hispanic student group performance will increase from 28% in 2022 to 30% by June 2023. The English Learner student group performance will increase from 23% in 2022 to 26% by June 2023.

Evaluation Data Sources: 2023 Social Studies STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize interactive notebooks that enable students to connect their previous knowledge to new learning and to promote connections between academic material and real world applications.</p> <p>Strategy's Expected Result/Impact: Interactive notebooks promote independent thinking, metacognition, confidence in academic skills, organization, and better performance on assessments, which will increase academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p>Staff Responsible for Monitoring: Social Studies Department Head, Social Studies PLC Leads, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate digital and other tools to teach students the process of annotating and marking texts and model purposeful annotation strategies, which will aid in comprehension across content areas and increase the depth of analysis.</p> <p>Strategy's Expected Result/Impact: Annotation and reading comprehension strategies help students to more fully engage with the material, which leads to a deeper understanding of the text and increases their ability to think critically.</p> <p>Staff Responsible for Monitoring: Social Studies Department Head, Social Studies PLC Leads, Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The Social Studies department will enhance the capacity of their PLC teams by placing focus on utilizing formative and summative data to assess student growth and mastery, share effective instructional strategies, and monitor the effectiveness of reteaching and intervention efforts.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR</p> <p>Staff Responsible for Monitoring: Social Studies Department Head, Social Studies PLC Leads, Instructional Coach, administrative team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use Title 1 funding to pay for Edulastic teacher licenses, providing a digital assessment tool for campus-level formative assessments. The program will provide immediate results on student progress and the ability to pinpoint concepts and TEKS that require additional supports by individual teacher and the team as a whole.</p> <p>Strategy's Expected Result/Impact: Data analysis with standard-specific feedback that will increase the ability for teachers to develop targeted instruction that will meet students' learning and academic needs.</p> <p>Staff Responsible for Monitoring: Social Studies Department Head, Instructional Coach, PLC Liaison</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Edulastic Licenses - 211 Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Targeted remediation and instructional support outside of the school day (Friday Night Academy), in which time students can receive assistance with completing work, re-teaching of instructional concepts, and enrichment on low-performing TEKS.</p> <p>Strategy's Expected Result/Impact: Increased academic performance as recorded on NWEA MAP results, locally based standards-based assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Social Studies Department Head, Academic Specialist, Instructional Coach, administrative team</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use of Title 1 funds for a Title 1 Instructional Coach who will support student learning under the direction and leadership of the campus principal. This support will consist of direct personalized teacher support, assisting with the implementation of best practices, informal teacher observations, delivery of professional development, and the analysis of campus data to guide academic growth.</p> <p>Strategy's Expected Result/Impact: For students, this will result in increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR. For teachers, this will result in strengthened teacher pedagogy.</p> <p>Staff Responsible for Monitoring: Principal, administrative team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide professional development on the use of data and highly effective instructional strategies to help differentiate instruction and implement interventions to meet academic needs. Areas of focus will include data analysis, strategies to support EL and SPED students, as well as closing achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Social Studies department head, Instructional Coach, Academic Specialist, administrative team</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: - 211 Title I, Part A - \$4,954</p>	Formative		
	Nov	Feb	June
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide bus transportation before and after school to enable access to tutorials and remediation for students who could not otherwise attend.</p> <p>Strategy's Expected Result/Impact: Increased academic performance on NWEA MAP results, district and campus standards-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Social Studies department head, Instructional Coach, Academic Specialist, administrative team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 Title I, Part A - \$2,857</p>	Formative		
	Nov	Feb	June
			

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: The Social Studies department will enhance academic achievement by implementing backwards design within their PLC teams to define proficiency and increase academic rigor.</p> <p>Strategy's Expected Result/Impact: Increased academic performance and growth through instruction that is rigorous and adaptive to student learning needs. Spiraling of prior TEKS within all assessments will increase retention of concepts.</p> <p>Staff Responsible for Monitoring: Social Studies Department Head, Social Studies PLC Leads, PLC Liaison, Instructional Coach, administrative team</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: Every student will become a social leader by serving as a positive role model in their decisions and interactions with others.

Performance Objective 1: All students will have an increased ability to utilize a growth mindset, manage emotions, and exhibit leadership behavior that will lead to positive peer and academic experiences.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will utilize Second Step SEL curriculum lessons weekly during Bobcat Academy to teach growth mindset skills, social-emotional management, and to facilitate social connectedness.</p> <p>Strategy's Expected Result/Impact: Help students manage strong emotions, make good decisions, avoid or de-escalate conflict, and create healthy friendships</p> <p>Staff Responsible for Monitoring: SEL Coordinator, administrative team</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop and implement campus-wide SEL strategies and activities for students and staff that addresses current social emotional needs.</p> <p>Strategy's Expected Result/Impact: Increased social emotional capacity in students and staff as well as a safe and inclusive campus culture.</p> <p>Staff Responsible for Monitoring: SEL Coordinator, administrative team</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Train staff on the use of CHAMPs and Positive Behavior Intervention Strategies (PBIS) to support a safe and positive environment that is conducive to learning.</p> <p>Strategy's Expected Result/Impact: Increased academic engagement, students and staff valuing diversity, and respectful behavior between staff and students and student to student.</p> <p>Staff Responsible for Monitoring: Foundations Team, SEL coordinator, administrative team</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use positive behavior strategies to promote a positive learning environment focused on growth and academic achievement such as Platinum Cards, Bobcat Bucks, and achievement awards.</p> <p>Strategy's Expected Result/Impact: Reduction in behavior referrals and increase in positive referrals</p> <p>Staff Responsible for Monitoring: Foundations Team, administrative team</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide resources to families to support their student's academic and social-emotional needs.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement, greater student engagement and academic achievement</p> <p>Staff Responsible for Monitoring: Administrative team, Academic Specialist, Instructional coach, Parent Liaison</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Site-Based Improvement Committee

Committee Role	Name	Position
Administrator	Kelly Foster	Assistant Principal
Administrator	Mark Kelly	Assistant Principal
Administrator	Amy Robison	Principal
Non-classroom Professional	Jacqueline Bargmann	Title I Campus Coach
Classroom Teacher	MaryAnn Cowley	Science Department Head
Classroom Teacher	Kelsea Raborg	English Department Head
Classroom Teacher	Jaimi Boutemy De Guislain	Social Studies Department Head
Classroom Teacher	Miriam Gorham-Carpenter	SEL Campus Coordinator
Campus Professional, Non-teaching	Erin Lindquist	Special Education Department Head
District-level Professional	Fern Johnson	Digital Learning Specialist
Non-classroom Professional	Kristyn Croteau	Academic Specialist
Campus Professional, Non-teaching	Nikole Roberson	Lead Counselor
Support Staff Member	Norma Jones	Parent Involvement Liaison
Community Representative	Adriana White	Community Member
Community Representative	Billy Schewee	Community Member
Business Representative	Katherine Mathes	Business Representative
Business Representative	Sabrina Bala	Business Representative
Parent-Selected by PTSA	Sandhya Seshadri	Parent-Selected by PTSA
Parent	Eric Black	Parent
Parent	Hsiang-Yin Chen	Parent
Parent	Kameka Goodall	Parent
Parent	Prabhakaran Balasubramaniam	Parent
Parent	Tynesha Heard	Parent
Community Representative	Fawn Henderson	Community Member

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					\$3,760.00
+/- Difference					\$3,760.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,380.00
+/- Difference					\$1,380.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$4,954.00
1	1	12			\$2,858.00
1	1	13			\$1,000.00
1	1	14			\$46,200.00
2	1	6			\$81,500.00
2	1	7			\$70,800.00
2	1	8			\$4,953.00
2	1	9			\$2,858.00
2	1	11			\$1,000.00
3	1	5	Edulastic Licenses		\$1,000.00
3	1	7			\$4,954.00
3	1	8			\$2,858.00
4	1	4	Edulastic Licenses		\$1,000.00
4	1	7			\$4,954.00
4	1	8			\$2,857.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5			\$0.00
Sub-Total					\$233,746.00
Budgeted Fund Source Amount					\$231,400.00
+/- Difference					-\$2,346.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$7,854.00
2	1	4	Title 1 Extra Duty		\$0.00
2	1	5			\$5,544.00
Sub-Total					\$13,398.00
Budgeted Fund Source Amount					\$23,210.00
+/- Difference					\$9,812.00
Grand Total Budgeted					\$259,750.00
Grand Total Spent					\$247,144.00
+/- Difference					\$12,606.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	39	70	72	1	106	0	30	107	14	104	233	71	304
2022	59	41	64	100	76		33	42	86	44	70	44	64
2023	61	43	65	100	77		36	44	87	46	71	45	65
2024	63	45	65	100	77		39	46	87	48	71	47	65
2025	65	47	66	100	78		43	48	88	51	72	49	66
2026	69	51	68	100	80		49	52	90	55	74	52	68
2027	73	55	69	100	81		56	56	91	60	75	55	69

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	45	94	58	0	121	0	40	124	10	87	241	92	333
2022	67	52	84		89		25	64	90	53	80	61	75
2023	69	54	85		90		28	66	91	55	81	62	76
2024	71	56	85		90		31	68	91	57	81	64	76
2025	73	58	86		91		35	70	92	60	82	66	77
2026	77	62	88		93		41	74	94	64	84	69	79
2027	81	66	89		94		48	78	95	69	85	72	80

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	34	89	72	0	121	2	34	109	18	78	275	58	333
2022	59	48	83		92	50	29	55	89	46	77	62	74
2023	61	50	84		93	52	32	57	90	48	78	63	75
2024	63	52	84		93	54	35	59	90	50	78	65	75
2025	65	54	85		94	56	39	61	91	53	79	67	76
2026	69	58	87		96	60	45	65	93	57	81	70	78
2027	73	62	88		97	64	52	69	94	62	82	73	79

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	118	253	202	1	348	2	104	340	42	269	749	221	970
2022	62	48	77	100	86	50	29	54	88	48	76	56	71
2023	64	50	78	100	87	52	32	56	89	50	77	57	72
2024	66	52	78	100	87	54	35	58	89	52	77	59	72
2025	68	54	79	100	88	56	39	60	90	55	78	61	73
2026	72	58	81	100	90	60	45	64	92	59	80	64	75
2027	76	62	82	100	91	64	52	68	93	64	81	67	76

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 6

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	38	69	69	1	96	0	30	105	14	101	216	70	286
2022	53	33	59	0	81		30	36	79	41	68	37	60
2023	56	35	60	1	82		33	38	80	43	69	39	61
2024	59	38	62	3	84		36	41	82	45	71	41	63
2025	62	42	64	5	86		40	45	84	48	73	44	65
2026	68	46	66	7	88		45	49	86	52	75	48	67
2027	74	52	69	10	91		52	55	89	57	78	53	70

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 7		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	33	73	21	0	54	0	36	88	5	66	121	64	185
2022	15	12	29		48		8	15	0	15	30	19	26
2023	18	14	30		49		11	17	1	17	31	21	27
2024	21	17	32		51		14	20	3	19	33	23	29
2025	24	21	34		53		18	24	5	22	35	26	31
2026	30	25	36		55		23	28	7	26	37	30	33
2027	36	31	39		58		30	34	10	31	40	35	36

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	47	111	112	0	199	2	38	148	23	102	414	87	501
2022	55	40	83		94	50	29	53	91	47	78	60	75
2023	58	42	84		95	52	32	55	92	49	79	62	76
2024	61	45	86		97	54	35	58	94	51	81	64	78
2025	64	49	88		99	57	39	62	96	54	83	67	80
2026	70	53	90		100	61	44	66	98	58	85	71	82
2027	76	59	93		100	65	51	72	100	63	88	76	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	118	253	202	1	349	2	104	341	42	269	751	221	972
2022	43	30	69	0	83	50	22	38	76	37	67	41	61
2023	46	32	70	1	84	52	25	40	77	39	68	43	62
2024	49	35	72	3	86	54	28	43	79	41	70	45	64
2025	52	39	74	5	88	57	32	47	81	44	72	48	66
2026	58	43	76	7	90	61	37	51	83	48	74	52	68
2027	64	49	79	10	93	65	44	57	86	53	77	57	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	34	89	72	0	122	2	34	110	18	78	276	58	334
2022	50	29	75		90	50	21	44	78	35	68	55	66
2023	52	31	76		91	52	24	46	79	37	69	56	67
2024	55	33	76		91	54	27	48	79	40	69	58	67
2025	58	35	77		92	57	31	51	80	43	70	60	68
2026	62	39	79		94	61	36	55	82	47	72	63	70
2027	67	43	80		95	65	43	59	83	52	73	67	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Otto

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Social Studies 8

Grade 8

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	34	89	72	0	122	2	34	110	18	78	276	58	334
2022	38	28	58		79	50	24	35	72	23	58	45	56
2023	40	30	59		80	53	27	37	73	26	59	47	57
2024	43	33	61		82	56	30	40	75	29	61	49	59
2025	47	37	63		84	60	34	44	77	32	63	52	61
2026	52	42	65		86	66	39	49	79	38	65	56	63
2027	58	48	68		89	73	46	55	82	44	68	60	66

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

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<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. Campus Wellness Plan ● 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">● 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		
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