

Plano Independent School District

Memorial Elementary

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

Memorial Elementary will empower students to become successful, global, lifelong learners in a supportive, safe, and culturally responsive environment.

Vision

Memorial Elementary will model grit, growth mindset, caring, collaboration, excellence in learning, and hope.

Table of Contents

- Comprehensive Needs Assessment 4
 - Needs Assessment Overview 4
 - Demographics 4
 - Student Learning 5
- NR (F) 6
 - School Processes & Programs 14
 - Perceptions 15
- Priority Problem Statements 16
- Comprehensive Needs Assessment Data Documentation 17
- Goals 20
 - 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 from 2022 to 2023. 21
 - 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 2022 to 2023. 26
 - 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 2022 to 2023. 32
- 2022-2023 SBIC 35
- Campus Funding Summary 36
- Addendums 38

Comprehensive Needs Assessment

Revised/Approved: April 25, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

This document contains a summary of our [CNA work](#). This meeting was held on 4/25/22 at the Memorial campus. This includes committee work on Demographics, Perceptions, School Process, and Student Achievement.

Demographics

Demographics Summary

1. Based on the data available, only 16 parents completed the survey. (By the last question only 11 parents were responding).
2. 19.5% of student body has greater than 10 unexcused absences (about 80 students)
3. Lack of fidelity to use Review 360 to report incidents impact the accuracy of the data.
4. In 60 Kindergarten discipline incidents, 57 of them came from three students.
5. Some parents couldn't attend open house because of technology (when virtual option was offered) and work schedule/availability.
6. Based on data from multiple sources, counselors spend more than 15% of our time responding to less than 5% of the student population.

Demographics Strengths

1. In the HRS survey, parents agreed that Memorial was a safe place.
2. Per the open house surveys, parents feel that the front office staff is friendly and welcoming. Parents feel like it's easy to communicate with teachers and admin. Teachers answer parent questions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on attendance data, 19.5% of students have greater than 10 unexcused absences. Over 50% of Pre K students have greater than 10 unexcused absences. Based on lack of parental completion of HRS survey and attendance at Open House, there is a need to address lack of parental involvement. There is a need to address the lack of fidelity and consistency in reporting incidents in Review 360. **Root Cause:** Different ways to connect with parents is not provided to our families. Discipline data is not analyzed.

Student Learning

Student Learning Summary

2021 - 2022 Student Achievement for (043910105) MEMORIAL EL Calculated on September 6th, 2022 at 8:32AM

Details Behind the Score

	Raw Score	Scaled Score	Weight % of Score	Weighted Points
District Assessments Growth Comparison	35		40%	0
College, Career and Military Readiness Source(ODS)			40%	0
Graduation Rate (or Annual Dropout Rate) **			20%	
Student Achievement Scaled Score You Currently do not have the required components to calculate using weighted scores. Using STAAR Performance (100%) As your Score				0
Student Achievement Domain Rating				NR (F)

**** Using Dropout Rate for calculation**

District Assessments Growth Comparison for 2021 - 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All															
Percent of Tests															
% at Did Not Meet															
GL Standard or Above	40%	39%	42%	31%	%	0%	%	%	44%	46%	45%	70%	29%	38%	48%
% at Approaches															
GL Standard or Above	60%	61%	58%	69%	%	100%	%	%	56%	54%	55%	30%	71%	62%	52%
% at Meets															
GL Standard or Above	32%	39%	28%	47%	%	33%	%	%	28%	25%	26%	14%	53%	33%	29%

% at Masters GL Standard	12%	14%	8%	31%	%	0%	%	%	8%	5%	6%	3%	24%	12%	13%	
Number of Tests																
# at Did Not Meet GL Standard or Above	<u>154</u>	<u>11</u>	<u>124</u>	<u>17</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>132</u>	<u>100</u>	<u>101</u>	<u>50</u>	<u>5</u>	<u>124</u>	<u>30</u>	
# at Approaches GL Standard or Above	<u>233</u>	<u>17</u>	<u>170</u>	<u>38</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>171</u>	<u>119</u>	<u>125</u>	<u>21</u>	<u>12</u>	<u>200</u>	<u>33</u>	
# at Meets GL Standard or Above	<u>124</u>	<u>11</u>	<u>83</u>	<u>26</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>85</u>	<u>55</u>	<u>59</u>	<u>10</u>	<u>9</u>	<u>106</u>	<u>18</u>	
# at Masters GL Standard	<u>46</u>	<u>4</u>	<u>29</u>	<u>55</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>35</u>	<u>12</u>	<u>13</u>	<u>2</u>	<u>4</u>	<u>38</u>	<u>8</u>	
Total Tests	<u>387</u>	<u>28</u>	<u>294</u>	<u>55</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>303</u>	<u>219</u>	<u>226</u>	<u>71</u>	<u>17</u>	<u>324</u>	<u>63</u>	

Reading																
Percent of Tests																
% at Did Not Meet GL Standard or Above	33%	31%	37%	13%	%	0%	%	%	35%	43%	42%	66%	13%	31%	41%	
% at Approaches GL Standard or Above	67%	69%	63%	88%	%	100%	%	%	65%	57%	58%	34%	88%	69%	59%	
% at Meets GL Standard or Above	45%	62%	40%	58%	%	100%	%	%	42%	33%	35%	19%	63%	45%	44%	
% at Masters GL Standard	18%	23%	13%	38%	%	0%	%	%	14%	7%	7%	3%	38%	17%	19%	

Number of Tests

# at Did Not Meet GL Standard or Above	<u>56</u>	<u>4</u>	<u>48</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>47</u>	<u>41</u>	<u>41</u>	<u>21</u>	<u>1</u>	<u>45</u>	<u>11</u>
# at Approaches GL Standard or Above	<u>114</u>	<u>9</u>	<u>81</u>	<u>21</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>86</u>	<u>54</u>	<u>57</u>	<u>11</u>	<u>7</u>	<u>98</u>	<u>16</u>
# at Meets GL Standard or Above	<u>36</u>	<u>3</u>	<u>51</u>	<u>14</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>18</u>	<u>7</u>	<u>7</u>	<u>1</u>	<u>3</u>	<u>25</u>	<u>5</u>
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv (Current)	EL (Current & Monitored)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Masters Standard	<u>30</u>	<u>3</u>	<u>17</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>18</u>	<u>7</u>	<u>7</u>	<u>1</u>	<u>3</u>	<u>25</u>	<u>5</u>
Total Tests	<u>170</u>	<u>13</u>	<u>129</u>	<u>24</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>133</u>	<u>95</u>	<u>98</u>	<u>32</u>	<u>8</u>	<u>143</u>	<u>27</u>

Mathematics

Percent of Tests

% at Did Not Meet GL Standard or Above	44%	46%	44%	46%	%	0%	%	%	48%	46%	46%	72%	38%	43%	52%
% at Approaches GL Standard or Above	56%	54%	56%	54%	%	100%	%	%	52%	54%	54%	28%	63%	57%	48%
% at Meets GL Standard or Above	25%	23%	22%	46%	%	0%	%	%	20%	22%	21%	13%	50%	25%	22%
% at Masters Standard	9%	8%	5%	33%	%	0%	%	%	5%	5%	5%	3%	13%	8%	11%

Number of Tests

# at Did Not Meet GL Standard or Above	<u>75</u>	<u>6</u>	<u>57</u>	<u>11</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>64</u>	<u>44</u>	<u>45</u>	<u>23</u>	<u>3</u>	<u>61</u>	<u>14</u>
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# at Approaches GL Standard or Above	<u>95</u>	<u>7</u>	<u>72</u>	<u>13</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>69</u>	<u>51</u>	<u>53</u>	<u>9</u>	<u>5</u>	<u>82</u>	<u>13</u>					
# at Meets GL Standard or Above	<u>21</u>	<u>2</u>	<u>28</u>	<u>11</u>	<u>0</u>	<u>0</u>	<u>0</u>	Two or More Races	<u>6</u>	<u>5</u>	EL (Current & Monitored)	<u>21</u>	Special Ed (Current)	<u>4</u>	Special Ed (Former)	<u>4</u>	Continuously Enrolled	<u>36</u>	Non-Continuously Enrolled	<u>6</u>
Masters Standard	<u>15</u>	<u>1</u>	<u>6</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>5</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>12</u>	<u>3</u>					
Total Tests	<u>170</u>	<u>13</u>	<u>129</u>	<u>24</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>133</u>	<u>95</u>	<u>98</u>	<u>32</u>	<u>8</u>	<u>143</u>	<u>27</u>					

Science

Percent of Tests

% at Did Not Meet GL Standard or Above	49%	50%	53%	43%	%	0%	%	%	57%	52%	50%	86%	100%	47%	56%
% at Approaches GL Standard or Above	51%	50%	47%	57%	%	100%	%	%	43%	48%	50%	14%	0%	53%	44%
% at Meets GL Standard or Above	13%	0%	11%	14%	%	0%	%	%	8%	10%	13%	0%	0%	16%	0%
% at Masters Standard	2%	0%	3%	0%	%	0%	%	%	3%	0%	3%	0%	0%	3%	0%

Number of Tests

# at Did Not Meet GL Standard or Above	<u>23</u>	<u>1</u>	<u>19</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>21</u>	<u>15</u>	<u>15</u>	<u>6</u>	<u>1</u>	<u>18</u>	<u>5</u>
# at Approaches GL Standard or Above	<u>24</u>	<u>1</u>	<u>17</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>14</u>	<u>15</u>	<u>1</u>	<u>0</u>	<u>20</u>	<u>4</u>

# at Meets GL Standard or Above	<u>6</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>0</u>
# at Masters GL Standard	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
Total Tests	<u>47</u>	<u>2</u>	<u>36</u>	<u>7</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>37</u>	<u>29</u>	<u>30</u>	<u>7</u>	<u>1</u>	<u>38</u>	<u>9</u>

College, Career and Military Readiness (ODS) for 2021 - 2022

Count/Credit Percent

Total

Total Graduates	%
Total Credit for CCMR Criteria	%

Texas Success Initiative (TSI) Criteria

Met TSI in both ELA/Reading and Math	%
ELA/Reading	
Met TSI criteria for at least one indicator	%
Met TSI assessment criteria	%
Met TSI ACT criteria	%
Met TSI SAT criteria	%
Earned credit for a college prep course	%
Math	
Met TSI criteria for at least one indicator	%
Met TSI assessment criteria	%
Met TSI ACT criteria	%
Met TSI SAT criteria	%
Earned credit for a college prep course	%

AP/IB Examination

Met criterion score on AP/IB exam in any subject	%
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Dual Course Credit

Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	%
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Industry Based Credit

Earned and industry-based certification from approved list	%
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Level I or Level II Cert

Earn a Level I or Level II certificate (from THECB)	%
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Associate's Degree

Earned and associates degree while in high school	%
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OnRamps

	Count/Credit Percent
Complete an OnRamps course and earn three hours of college credit	%
Graduated with Completed IEP and Workforce Readiness	
Received graduation type code of 04,05,54, or 55	%
Advanced Grad Plan & Sped	
Graduate under an advanced degree plan and be identified as a current special education student College, Career and Military Readiness (TEA) for 2021 - 2022	%
Count/Credit Percent	
Total	
Total Graduates	%
Total Credit for CCMR Criteria	%
Texas Success Initiative (TSI) Criteria	
Met TSI in both ELA/Reading and Math	%
ELA/Reading	
Met TSI criteria for at least one indicator	%
Met TSI assessment criteria	%
Met TSI ACT criteria	%
Met TSI SAT criteria	%
Earned credit for a college prep course	%
Math	
Met TSI criteria for at least on indicator	%
Met TSI assessment criteria	%
Met TSI ACT criteria	%
Met TSI SAT criteria	%
Earned credit for a college prep course	%
AP/IB Examination	
Met criterion score on AP/IB exam in any subject	%
Dual Course Credit	
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject	%
Industry Based Credit	
Earned and industry-based certification from approved list	%
Level I or Level II Cert	
Earn a Level I or Level II certificate (from THECB)	%
Associate's Degree	
Earned and associates degree while in high school	%
OnRamps	
Complete an OnRamps course and earn three hours of college credit	%

Graduated with Completed IEP and Workforce Readiness

Received graduation type code of 04,05,54, or 55 %

Advanced Grad Plan & Sped

Graduate under an advanced degree plan and be identified as a current special education student %

Graduation Rate Data Table for 2021 - 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											
% Graduated	%	%	%	%	%	%	%	%	%	%	%
\$ Graduated	0										
Total in Class	0										
5-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	%	%	%	%	%	%	%	%	%	%	%
\$ Graduated	0										
Total in Class	0										
6-Year Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	%	%	%	%	%	%	%	%	%	%	%
\$ Graduated	0										
Total in Class	0										
Annual Dropout Rate (Gr 9-12): SY 2016 - 2017											
% Dropped Out	%	%	%	%	%	%	%	%	%	%	%
# Dropped Out											
# of Students	0										

Student Learning Strengths

Math

		Fall to Winter - complete in January			Fall to Spring - complete in May/June		
Kinder		2. 56%	3. 49th percentile (56th)	1. 130%	2. 87%	3. 82nd percentile	
	4.			4.			
1st	1. 89%	2. 46%	3. 42nd percentile (45th)	1. 90%	2. 38%	3. 35th percentile	
	4.			4.			
2nd	1. 113%	2. 67%	3. 60th percentile (58th)	1. 114%	2. 73%	3. 61st percentile	
	4.			4.			
3rd	1. 149%	2. 75%	3. 72nd percentile (61st)	1. 126%	2. 85%	3. 71st percentile	
	4.			4.			
4th	1. 63%	2. 36%	3. 30th percentile (55th)	1. 77%	2. 35%	3. 28th percentile	
	4.			4.			
5th	1. 133%	2. 50%	3. 52nd percentile (54th)	1. 99%	2. 52%	3. 48th percentile	
	4.			4.			

Reading

		Fall to Winter - complete in January			Fall to Spring - complete in May/June		
Kinder	1.	2. E- 60%	3. E- 61st percentile (63rd)	1. E-107%	2. E-57%	3. E-61st percentile	
		S- 80%	S- 92nd percentile (54th)	S-108%	S-54%	S-56th percentile	
	4.			4.			
1st	1. E - 92%	2. E- 56%	3. E- 51st percentile (41st)	1. E-89%	2. E-48%	3. E-45th percentile	
	S- 86%	S- 53%	S- 49th percentile (38th)	S-72%	S-26%	S-35th percentile	
	4.			4.			
2nd	1. E- 89%	2. E- 43%	3. E- 35th percentile (51st)	1. E-118%	2. E-64%	3. E-56th percentile	
	S- 91%	S- 54%	S- 52nd percentile (52nd)	S-103%	S-58%	S-50th percentile	
	4.			4.			

Fall to Winter - complete in January

Fall to Spring - complete in May/June

3rd	1. E- 159%	2. E- 74%	3. E- 73rd percentile (55th)	1. E-130%	2. E-64%	3. E-61st percentile
	S- 157%	S- 72%	S- 57th percentile(53rd)	S-164%	S-79%	S-77th percentile
	4.			4.		
4th	1. E- 54%	2.E- 38%	3. E- 36th percentile (46th)	1. E-64%	2. E-34%	3. E-29th percentile
	S- 103%	S- 48%	S- 47th percentile(61st)	S-101%	S-53%	S-57th percentile
	4.			4.		
5th	1. E- 96%	2. E- 46%	3. E- 44th percentile (52nd)	1. E-129%	2. E-70%	3. E-57th percentile
	4.			4.		

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th Math had limited growth on MAP and met 77% of projected growth. 4th Math STAAR has 65% limited progress. 4th Math STAAR performance 31% at Approaches and above. 4th Reading STAAR performance 56% at Approaches and above. 4th Reading STAAR has 46% limited progress. 5th Math 53% of students had expected growth. 5th Math 17% exceeded growth. 5th Math STAAR performance 56% at Approaches and **Root Cause:** Planning for explicit instruction is not occurring. Adjustment to instruction after CFAs and data analysis is not occurring. Teachers spend too much time in the "I do" and not enough time in the "We do" "Two do" portion of the lesson.

School Processes & Programs

School Processes & Programs Summary

There is a lack of advocacy for MTSS interventions and PACE.

Based on the reflections of the curriculum team, there is a lack of understanding of when to discuss and use exemplars.

Based on planning look-fors and collaborative team reflections, there is a lack of common practices in data Monday meetings.

School Processes & Programs Strengths

GT & MTSS Selection

Strength: Some grade levels are prepared for CTMs and recognize the difference between differentiated instruction and interventions (Tier 1 and Tier 2) to move forward on what targeted kids need.

Planning Process

Strength: Teams have agendas and a process to work collaboratively.

PBIS

Strength: Some grade levels have clear procedures and practices in the hallways.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of fidelity of planning for extension and enrichment of learning. **Root Cause:** There is a lack of understanding for intervention implementation at during Tier 1 and Tier 2 instruction.

Perceptions

Perceptions Summary

HRS and school generated surveys showed consistency in Level 1. Parents overall are content with safety and collaboration.

1. Based on HRS Question (both parents and students) Q7.17, there is a need for more consistent recognition of student achievement throughout the school year.
2. Based on HRS Question 2.12 (parent and student), there is a need for an anonymous process for students to report bullying and other potential incidents.

Perceptions Strengths

HRS Level survey showed parents are satisfied with Level 1 of the HRS survey.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the overall number of parent survey submissions, there is a need to encourage more parent involvement in parent surveys with parent-friendly questions, as well as more interactive use of Dojo Class pages by grade level. **Root Cause:** Surveys and electronic means alone do not suffice to reach our community.

Priority Problem Statements

Problem Statement 1: 4th Math had limited growth on MAP and met 77% of projected growth. 4th Math STAAR has 65% limited progress. 4th Math STAAR performance 31% at Approaches and above. 4th Reading STAAR performance 56% at Approaches and above. 4th Reading STAAR has 46% limited progress. 5th Math 53% of students had expected growth. 5th Math 17% exceeded growth. 5th Math STAAR performance 56% at Approaches and

Root Cause 1: Planning for explicit instruction is not occurring. Adjustment to instruction after CFAs and data analysis is not occurring. Teachers spend too much time in the "I do" and not enough time in the "We do" "Two do" portion of the lesson.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data


Goals







Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Memorial 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% in 2022 to 35% by June 2023. The Economically Disadvantaged student group performance will increase from 28% in 2022 to 30% by June 2023. The English Learner student group performance will increase from 17% in 2022 to 19% by June 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative Teams will meet weekly to plan instruction with effective modeling strategies, which includes the use of effective language development and acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL specialists and Classroom Teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Extended Planning - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP data to monitor student progress and to adjust instruction.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our reading trackers and MAP Reading assessment. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialist and Classroom Teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement strategies to promote student discourse to increase engagement and promote language development.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our reading trackers and MAP Reading assessment. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Teachers, Campus Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:


Student Learning







Problem Statement 1: 4th Math had limited growth on MAP and met 77% of projected growth. 4th Math STAAR has 65% limited progress. 4th Math STAAR performance 31% at Approaches and above. 4th Reading STAAR performance 56% at Approaches and above. 4th Reading STAAR has 46% limited progress. 5th Math 53% of students had expected growth. 5th Math 17% exceeded growth. 5th Math STAAR performance 56% at Approaches and **Root Cause:** Planning for explicit instruction is not occurring. Adjustment to instruction after CFAs and data analysis is not occurring. Teachers spend too much time in the "I do" and not enough time in the "We do" "Two do" portion of the lesson.

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 from 2022 to 2023.

Performance Objective 2: The percent of Memorial students that score Meets grade level or above on STAAR Reading 3-5 will increase from 45% in 2022 to 46% by June 2023. The Special Education student group performance will increase from 19% in 2022 to 22% by June 2023. The English Learner student group performance will increase from 35% in 2022 to 37% by June 2023.

Evaluation Data Sources: 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative Teams will meet weekly to plan instruction with effective modeling strategies, which includes the use of effective language development and acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL specialists and Classroom Teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Adult Temp - 211 Title I, Part A, Extra Duty for Certified Staff - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP data to monitor student progress and to adjust instruction in literacy.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in literacy with multiple data points as measured by our reading trackers and MAP Reading assessment. -Increase student performance as evidenced on MOY and EOY MAP Reading. -Increase teacher use of effective practices in literacy.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement strategies to promote student discourse to increase engagement and promote language development.</p> <p>Strategy's Expected Result/Impact: -Parents will receive literacy strategies to practice at home. -Students and parents will participate in goal setting conferences throughout the year.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Campus Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning


Problem Statement 1: 4th Math had limited growth on MAP and met 77% of projected growth. 4th Math STAAR has 65% limited progress. 4th Math STAAR performance 31% at Approaches and above. 4th Reading STAAR performance 56% at Approaches and above. 4th Reading STAAR has 46% limited progress. 5th Math 53% of students had expected growth. 5th Math 17% exceeded growth. 5th Math STAAR performance 56% at Approaches and **Root Cause:** Planning for explicit instruction is not occurring. Adjustment to instruction after CFAs and data analysis is not occurring. Teachers spend too much time in the "I do" and not enough time in the "We do" "Two do" portion of the lesson.







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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Memorial 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% in 2022 to 37% by June 2023. The Economically Disadvantaged student group performance will increase from 28% in 2022 to 30% by June 2023. The English Learner student group performance will increase from 30% in 2022 to 32% by June 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative Teams will meet weekly to plan instruction with effective modeling strategies, which includes the use of effective language development and acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP data to monitor student progress and to adjust instruction.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by MAP Math assessments and AMC. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement strategies to promote student discourse to increase engagement and promote language development.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:


Student Learning







Problem Statement 1: 4th Math had limited growth on MAP and met 77% of projected growth. 4th Math STAAR has 65% limited progress. 4th Math STAAR performance 31% at Approaches and above. 4th Reading STAAR performance 56% at Approaches and above. 4th Reading STAAR has 46% limited progress. 5th Math 53% of students had expected growth. 5th Math 17% exceeded growth. 5th Math STAAR performance 56% at Approaches and **Root Cause:** Planning for explicit instruction is not occurring. Adjustment to instruction after CFAs and data analysis is not occurring. Teachers spend too much time in the "I do" and not enough time in the "We do" "Two do" portion of the lesson.

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 2022 to 2023.

Performance Objective 2: The percent of Memorial students that score Meets grade level or above on STAAR Math 3-5 will increase from 25% in 2022 to 26% by June 2023. The Special Education student group performance will increase from 12% in 2022 to 15% by 2023. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 22% by 2023.

Evaluation Data Sources: 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative Teams will meet weekly to plan instruction with effective modeling strategies, which includes the use of effective language development and acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Adult Temp - 211 Title I, Part A, Extra Duty for Certified Teachers - 211 Title I, Part A</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP Math data to monitor student progress and to adjust instruction in mathematics.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by MAP Math assessments and AMC. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement strategies to promote student discourse to increase engagement and promote language development.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in math with multiple data points as measured by our Protocols of Practice and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Math. -Increase teacher use of effective practices in math.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:


Student Learning







Problem Statement 1: 4th Math had limited growth on MAP and met 77% of projected growth. 4th Math STAAR has 65% limited progress. 4th Math STAAR performance 31% at Approaches and above. 4th Reading STAAR performance 56% at Approaches and above. 4th Reading STAAR has 46% limited progress. 5th Math 53% of students had expected growth. 5th Math 17% exceeded growth. 5th Math STAAR performance 56% at Approaches and **Root Cause:** Planning for explicit instruction is not occurring. Adjustment to instruction after CFAs and data analysis is not occurring. Teachers spend too much time in the "I do" and not enough time in the "We do" "Two do" portion of the lesson.

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 2022 to 2023.

Performance Objective 1: The percent of Memorial students that score Meets grade level or above on STAAR Science 5 will increase from 13% in 2022 to 14% by June 2023. The Hispanic student group performance will increase from 11% in 2022 to 13% by June 2023. The Economically Disadvantaged student group performance will increase from 8% in 2022 to 10% by June 2023.

Evaluation Data Sources: 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaborative Teams will meet weekly to plan instruction with effective modeling strategies, which includes the use of effective language development and acquisition strategies.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in science with multiple data points as measured by Science MAP data, SDQ and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Science. -Increase teacher use of effective practices in science.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Instructional Coaches, ESL Specialists and Classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborative teams will develop, use, and analyze results of common formative assessments, district unit assessments and MAP Science data to monitor student progress and to adjust instruction in science.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in science with multiple data points as measured by MAP Science data, SDQ and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Science. -Increase teacher use of effective practices in science.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists, and classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement strategies to promote student discourse to increase engagement and promote language development.</p> <p>Strategy's Expected Result/Impact: -Consistent progress-monitoring and responsive instruction to student needs in science with multiple data points as measured by MAP Science data, SDQ and language objectives. -Increase student performance as evidenced on MOY and EOY MAP Science. -Increase teacher use of effective practices in science.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Assistant Principal, ESL Specialists, and classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 4th Math had limited growth on MAP and met 77% of projected growth. 4th Math STAAR has 65% limited progress. 4th Math STAAR performance 31% at Approaches and above. 4th Reading STAAR performance 56% at Approaches and above. 4th Reading STAAR has 46% limited progress. 5th Math 53% of students had expected growth. 5th Math 17% exceeded growth. 5th Math STAAR performance 56% at Approaches and **Root Cause:** Planning for explicit instruction is not occurring. Adjustment to instruction after CFAs and data analysis is not occurring. Teachers spend too much time in the "I do" and not enough time in the "We do" "Two do" portion of the lesson.

2022-2023 SBIC

Committee Role	Name	Position
Administrator	Jeanette Aguirre	Assistant Principal
Administrator	Mary Hardin	Principal
ESL	Beth Christensen	ESL/Interventionist
Community Representative	Christina Royer	Community Member
Faculty Member	Charles Terry	Sp'Ed Teacher
Parent	Kwnaie Jackson	Kinder Parent
Classroom Teacher	Julia Comer	1st Grade Teacher
Title 1 Support Specialist	Lilly Sifonte	Title 1 Specialist K-2
Faculty Member	maria Avila	4th Grade Teacher
Non-classroom Professional	Melissa Walker	Adult Temp
Community Representative	Virginia Panter	Community Member
District-level Professional	Becky Jackson	ARPE Specialist

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					\$5,238.00
+/- Difference					\$5,238.00
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	2	1	Adult Temp		\$0.00
1	2	1	Extra Duty for Certified Staff		\$0.00
2	2	1	Adult Temp		\$0.00
2	2	1	Extra Duty for Certified Teachers		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$281,190.00
+/- Difference					\$281,190.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extended Planning		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,325.00
+/- Difference					\$6,325.00
Grand Total Budgeted					\$294,133.00
Grand Total Spent					\$0.00

282 ESSER III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$294,133.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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 3

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	7	43	8	0	0	0	9	40	5	30	50	8	58
2022	71	26	50				11	28	60	17	38	12	34
2023	73	28	51				14	30	61	19	39	13	35
2024	75	30	51				17	32	61	21	39	15	35
2025	77	32	52				21	34	62	24	40	17	36
2026	81	36	54				27	38	64	28	42	20	38
2027	85	40	55				34	42	65	33	43	23	39

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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 4		
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	4	50	9	0	0	0	16	56	3	39	55	10	65
2022	50	36	56				12	41	33	33	40	40	40
2023	52	38	57				15	43	34	35	41	41	41
2024	54	40	57				18	45	34	37	41	43	41
2025	56	42	58				22	47	35	40	42	45	42
2026	60	46	60				28	51	37	44	44	48	44
2027	64	50	61				35	55	38	49	45	51	45

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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 5

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	2	36	7	0	1	0	7	37	2	30	38	9	47
2022	50	61	71		100		43	59	100	57	61	78	64
2023	52	63	72		100		46	61	100	59	62	79	65
2024	54	65	72		100		49	63	100	61	62	81	65
2025	56	67	73		100		53	65	100	64	63	83	66
2026	60	71	75		100		59	69	100	68	65	86	68
2027	64	75	76		100		66	73	100	73	66	89	69

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	13	129	24	0	1	0	32	133	10	99	143	27	170
2022	62	40	58		100		19	42	60	35	45	44	45
2023	64	42	59		100		22	44	61	37	46	45	46
2024	66	44	59		100		25	46	61	39	46	47	46
2025	68	46	60		100		29	48	62	42	47	49	47
2026	72	50	62		100		35	52	64	46	49	52	49
2027	76	54	63		100		42	56	65	51	50	55	50

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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 3

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	7	43	8	0	0	0	9	40	5	30	50	8	58
2022	29	33	62				22	28	80	30	38	25	36
2023	32	35	63				25	30	81	32	39	27	37
2024	35	38	65				28	33	83	34	41	29	39
2025	38	42	67				32	37	85	37	43	32	41
2026	44	46	69				37	41	87	41	45	36	43
2027	50	52	72				44	47	90	46	48	41	46

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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 4		
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	4	50	9	0	0	0	16	56	3	39	55	10	65
2022	0	14	33				6	14	0	15	16	10	15
2023	3	16	34				9	16	1	17	17	12	16
2024	6	19	36				12	19	3	19	19	14	18
2025	9	23	38				16	23	5	22	21	17	20
2026	15	27	40				21	27	7	26	23	21	22
2027	21	33	43				28	33	10	31	26	26	25

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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 5

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	2	36	7	0	1	0	7	37	2	30	38	9	47
2022	50	19	43		0		14	19	0	23	21	33	23
2023	53	21	44		1		17	21	1	25	22	35	24
2024	56	24	46		3		20	24	3	27	24	37	26
2025	59	28	48		5		24	28	5	30	26	40	28
2026	65	32	50		7		29	32	7	34	28	44	30
2027	71	38	53		10		36	38	10	39	31	49	33

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	13	129	24	0	1	0	32	133	10	99	143	27	170
2022	23	22	46		0		12	20	40	22	25	22	25
2023	26	24	47		1		15	22	41	24	26	24	26
2024	29	27	49		3		18	25	43	26	28	26	28
2025	32	31	51		5		22	29	45	29	30	29	30
2026	38	35	53		7		27	33	47	33	32	33	32
2027	44	41	56		10		34	39	50	38	35	38	35

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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 5

Grade 5

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	2	36	7	0	1	0	7	37	2	30	38	9	47
2022	0	11	14		0		0	8	0	13	16	0	13
2023	3	13	15		1		3	10	1	15	17	2	14
2024	6	16	17		3		6	13	3	17	19	4	16
2025	9	20	19		5		10	17	5	20	21	7	18
2026	15	25	21		7		15	22	8	24	23	11	20
2027	21	31	24		10		22	28	12	29	26	15	23

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 		
<p>Principal, District Coordinator K-12 Health and Physical Education, District Health Services</p>	<p>Coordinated Health Program 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

	<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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