

**Plano Independent School District**  
**Forman Elementary**  
**2022-2023**



**Board Approval Date:** September 20, 2022

# Mission Statement

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To ensure that ALL students experience at least one year of social, emotional and academic growth.

## Vision

All student will experience daily growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Forman needs to improve parent communication.

The parents school engagement is low. It could be that many are new parents- 1st child attending school, new to the country, new to the district.

Parents are unaware of school culture and opportunities available for them and their children.

Parents do not become members of the Forman PTA because they do not understand what it is and how it benefits their students.

### Demographics Strengths

- Teachers have developed a grade level or individual positive behavior system.
- Counselors, social worker, parent liaison helped calling parents of students with an alarming number of absences.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Forman Elementary has a 24.9 mobility rate which is the highest of the Plano Schools in the 2022 Campus Comparison Group.

**Problem Statement 2:** The attendance percentage is 93.25%; attendance should be close to 97%.

**Problem Statement 3 (Prioritized):** During the 21-22 school year, Forman had six parent members of PTA and one parent PTA Board member (Treasurer). **Root Cause:** Parents do not know what PTA is and how their involvement benefits their students.

# Student Learning

## Student Learning Summary

New teachers need training on data driven instruction and how to use this information to plan, accelerate, and reteach..

Teachers need ESL strategies to scaffold students' learning and teach academic vocabulary.

Teachers need help planning instructional activities that accelerate academic language acquisition, specially in the area of speaking and listening.

## Student Learning Strengths

Fifth grade students demonstrated accelarated STARR growth in math and reading.

Collaborative teams used DDI to plan instruction, acceleration, and reteaching.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Fourth Grade Math STAAR had 62% of students with limited progress and 83% of projected growth met on Fall to Spring MAP. **Root Cause:** There is an inconsistent implementation of district initiatives of data driven instruction.

**Problem Statement 2:** First Grade Math had 96% of projected growth met on Fall to Spring MAP (Quintile 3 - 90, Quintile 4 - 101, Quintile 5 - 99).

**Problem Statement 3:** Fourth Grade Math had 47% of students performed at approaches and above on the 2022 STAAR.

**Problem Statement 4:** Fifth Grade Math had 64% of students performed at approaches and above on the 2022 STAAR.

**Problem Statement 5:** Third Grade Math had 69% of students performed at approaches and above on the 2022 STAAR.

**Problem Statement 6 (Prioritized):** Fourth Grade Reading STAAR had 37% of students with limited progress. **Root Cause:** There is an inconsistent implementation of district initiatives and data driven instruction.

**Problem Statement 7:** Kindergarten Reading had 101% of projected growth met on Fall to Spring MAP (Quintile 3 - 90, Quintile 4 - 102).

**Problem Statement 8:** First Grade Reading had 99% of projected growth met on Fall to Spring MAP (Quintile 3 - 100, Quintile 4 - 95, Quintile 5 - 108).

**Problem Statement 9:** Fourth Grade Reading had 67% of students performed at approaches and above on the 2022 STAAR.

**Problem Statement 10 (Prioritized):** Fifth Grade Science had 53% of students performed at approaches and above on the 2022 STAAR. **Root Cause:** Lack of time to teach science and social studies specially vocabulary. There is an urgency for teachers to use of expository science texts in the reading block or intervention groups.

# School Processes & Programs

## School Processes & Programs Summary

Students need after school programs. Currently we only have Robotics.

Students come with stress trauma and have a hard time self-regulating.

We have had an influx of students who had never attended school.

## School Processes & Programs Strengths

- Every student received a Chromebook to use in the classroom with applications to accelerate their learning. Some of the applications can be used as interventions to address HB4545.
- Instructional coaches are assigned to two grade levels to support with instruction and planning.
- Community in Schools Representative assigned to our school will help address students' and families' needs.
- Robotics, an enrichment after school programs, promotes scientific thinking in upper grades.
- Parent programs and activities offered at different times and virtually, encourage parents' participation.
- Classes are offer to parents to learn English, technology, and to help their students' at home.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students have gaps in math foundational skills.

**Problem Statement 2:** Lack of consistency in expectations, systems, and routines from classroom to classroom and grade to grade. **Root Cause:** A school wide PBIS (Positive Behavior Intervention Program) is needed for consistency.

**Problem Statement 3:** Collaborative teams operate at varying levels of successfully implementing the Collaborative Team Framework. **Root Cause:** Increased accumulation of school staff responsibilities from the District and TEA (Reading Academy) (Safety protocols) .

# Perceptions

## Perceptions Summary

Forman has had several administrators in the past years.

The percentage of staff retention at Forman is low.

Lack of clear communication between the school and the community.

Lack of school wide systems.

## Perceptions Strengths

Forman surveys indicate that parents want to engage in school activities and programs to be part of their students' learning.

Parent liaison to communicate and help students and families.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Lack of effective communication to stakeholders due to language.

**Problem Statement 2 (Prioritized):** Low number of parents in Forman Parent Teacher Association. **Root Cause:** There is a lack of communication from the school to inform and engage the community.

# Priority Problem Statements

**Problem Statement 3:** Fourth Grade Math STAAR had 62% of students with limited progress and 83% of projected growth met on Fall to Spring MAP.

**Root Cause 3:** There is an inconsistent implementation of district initiatives of data driven instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 1:** Low number of parents in Forman Parent Teacher Association.

**Root Cause 1:** There is a lack of communication from the school to inform and engage the community.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** During the 21-22 school year, Forman had six parent members of PTA and one parent PTA Board member (Treasurer).

**Root Cause 2:** Parents do not know what PTA is and how their involvement benefits their students.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** Fourth Grade Reading STAAR had 37% of students with limited progress.

**Root Cause 4:** There is an inconsistent implementation of district initiatives and data driven instruction.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Fifth Grade Science had 53% of students performed at approaches and above on the 2022 STAAR.

**Root Cause 5:** Lack of time to teach science and social studies specially vocabulary. There is an urgency for teachers to use of expository science texts in the reading block or intervention groups.

**Problem Statement 5 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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




# Goals



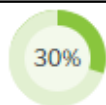
**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR 2022 to 2023.








**Performance Objective 1:** HB3 - The percent of Forman 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 49% in 2022 to 50% by June 2023. The Special Education student group performance will increase from 18% in 2022 to 21% in 2023. The African American student group performance will increase from 40% in 2022 to 42% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 2023 STAAR ELAR - 3rd Grade

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by engaging students in metacognition, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures.  <b>Strategy's Expected Result/Impact:</b> Writing TELPAS Results Reading, math, and science results  <b>Staff Responsible for Monitoring:</b> ESL Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			



Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers and long term adult subs and MyPath Reading Program will deliver accelerated instruction, per HB4545. <b>Strategy's Expected Result/Impact:</b> Increase of students meeting master and meet levels on ELAR STAAR <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> Adult Substitutes - 211 Title I, Part A - \$13,680, MyPath 3-5 Reading Site License - 211 Title I, Part A - \$5,750	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will establish a consistent structure during the balanced literacy block through the use of systematic teaching of phonics and phonological processes and "Daily 5" independent literacy stations. <b>Strategy's Expected Result/Impact:</b> Academic growth in reading levels and MAP <b>Staff Responsible for Monitoring:</b> Instructional Specialist ESL Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Instructional Coaches will engage in vertical planning to align schoolwide goals and common vocabulary. <b>Strategy's Expected Result/Impact:</b> ELAR MAP and STAAR <b>Staff Responsible for Monitoring:</b> Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			

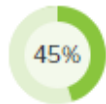



Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will utilize learning targets written in the Content and Language Objectives format for students to have clear expectations of the end learning goal and understand how they are expected to articulate their learning. <b>Strategy's Expected Result/Impact:</b> Increase the ELAR academic growth <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> We will utilize a platform to increase communication and engagement of parents in their own language. <b>Strategy's Expected Result/Impact:</b> To increase parental involvement as measured by number of parents viewing the Smore. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 4.1, 4.2	Formative		
	Nov	Feb	June
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Collaborative teams will utilize the Collaborative Team Framework during planning to address curriculum, assessment, instruction, and the achievement of all students <b>Strategy's Expected Result/Impact:</b> Increase of academic growth. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			






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

**Performance Objective 2:** The percent of Forman students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 48% in 2022 to 49% by June 2023. The Special Education student group performance will increase from 22% in 2022 to 25% in 2023. The African American student group performance will increase from 44% in 2022 to 46% in 2023.

**Evaluation Data Sources:** 2023 STAAR ELAR

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by engaging students in metacognition, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. <b>Strategy's Expected Result/Impact:</b> Writing TELPAS Results Reading, math, and science results <b>Staff Responsible for Monitoring:</b> ESL Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers will also provide after school tutoring to deliver accelerated instruction, per HB4545. <b>Strategy's Expected Result/Impact:</b> Increase of students meeting master and meet levels on ELAR STAAR <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will establish a consistent structure during the balanced literacy block through the use of systematic teaching of phonics and phonological processes and "Daily 5" independent literacy stations. <b>Strategy's Expected Result/Impact:</b> Academic growth in reading levels and MAP <b>Staff Responsible for Monitoring:</b> Instructional Specialist ESL Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Instructional Coaches will engage in vertical planning to align schoolwide goals and common vocabulary. <b>Strategy's Expected Result/Impact:</b> ELAR MAP and STAAR <b>Staff Responsible for Monitoring:</b> Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will utilize learning targets for students to have clear expectations of the end learning goal. <b>Strategy's Expected Result/Impact:</b> Increase the ELAR academic growth <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> We will utilize a platform to increase communication and engagement of parents in their own language. <b>Strategy's Expected Result/Impact:</b> To increase parental involvement as measured by number of parents viewing the Smore. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 4.1, 4.2	Formative		
	Nov	Feb	June
			



Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Collaborative teams will utilize the Collaborative Team Framework during planning to address curriculum, assessment, instruction, and the achievement of all students <b>Strategy's Expected Result/Impact:</b> Increase of academic growth. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 STAAR/EOC Math from 2022 to 2023.






**Performance Objective 1:** HB3 - The percent of Forman 3rd grade students that score meets grade level or above on STAAR Math will increase from 32% in 2022 to 33% by June 2023. The Economically Disadvantaged student group performance will increase from 32% in 2022 to 34% in 2023. The Special Education student group performance will increase from 18% in 2022 to 21% in 2023.






### HB3 Goal

**Evaluation Data Sources:** 2023 STAAR Math - 3rd Grade

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by engaging students in Number Talks, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. <b>Strategy's Expected Result/Impact:</b> Writing skills TELPAS Results Reading, math, and science results <b>Staff Responsible for Monitoring:</b> ESL Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers will also provide after school tutoring to deliver accelerated instruction, per HB4545. <b>Strategy's Expected Result/Impact:</b> Increase of students meeting master and meet levels on math STAAR <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will establish a consistent structure for the use of learning targets as well as spiraling and independent practice during the math block through the use of Daily 3 and math journals. <b>Strategy's Expected Result/Impact:</b> MAP Math growth <b>Staff Responsible for Monitoring:</b> Instructional Specialist ESL Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Instructional Coaches will engage in vertical planning to align school wide goals and common vocabulary. <b>Strategy's Expected Result/Impact:</b> Math MAP and STAAR <b>Staff Responsible for Monitoring:</b> Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will provide hands-on activities and mathematical tools, including individualized Dreambox lessons, base 10 manipulatives, fraction bars and strip diagrams for students to deepen their understanding of number sense. <b>Strategy's Expected Result/Impact:</b> Math growth. <b>Staff Responsible for Monitoring:</b> Coaches / administration  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> We will utilize a platform to increase communication and engagement of parents in their own language. <b>Strategy's Expected Result/Impact:</b> To increase parental involvement as measured by number of parents viewing the Smore. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 4.1, 4.2	Formative		
	Nov	Feb	June
			





Strategy 7 Details		Formative Reviews		
<b>Strategy 7:</b> Collaborative teams will utilize the Collaborative Team Framework during planning to address curriculum, assessment, instruction, and the achievement of all students <b>Strategy's Expected Result/Impact:</b> Increase of academic growth. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- Targeted Support Strategy</b>		Formative		
		Nov	Feb	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 STAAR/EOC Math from 2022 to 2023.

**Performance Objective 2:** The percent of Forman students that score Meets grade level or above on STAAR Math 3-5 will increase from 32% in 2022 to 33% by June 2023. The Special Education student group performance will increase from 17% in 2022 to 20% in 2023. The African American student group performance will increase from 26% in 2022 to 29% in 2023.

**Evaluation Data Sources:** 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by engaging students in Number Talks, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. <b>Strategy's Expected Result/Impact:</b> Writing skills TELPAS Results Reading, math, and science results <b>Staff Responsible for Monitoring:</b> ESL Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers will also provide after school tutoring to deliver accelerated instruction, per HB4545. <b>Strategy's Expected Result/Impact:</b> Increase of students meeting master and meet levels on math STAAR <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will establish a consistent structure for the use of learning targets as well as spiraling and independent practice during the math block through the use of Daily 3 and math journals. <b>Strategy's Expected Result/Impact:</b> MAP Math growth <b>Staff Responsible for Monitoring:</b> Instructional Specialist ESL Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Instructional Coaches will engage in vertical planning to align school wide goals and common vocabulary. <b>Strategy's Expected Result/Impact:</b> Math MAP and STAAR <b>Staff Responsible for Monitoring:</b> Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will provide hands-on activities and mathematical tools, including individualized Dreambox lessons, base 10 manipulatives, fraction bars and strip diagrams for students to deepen their understanding of number sense. <b>Strategy's Expected Result/Impact:</b> Math growth. <b>Staff Responsible for Monitoring:</b> Coaches / administration  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> We will utilize a platform to increase communication and engagement of parents in their own language. <b>Strategy's Expected Result/Impact:</b> To increase parental involvement as measured by number of parents viewing the Smore. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 4.1, 4.2	Formative		
	Nov	Feb	June
			





Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Collaborative teams will utilize the Collaborative Team Framework during planning to address curriculum, assessment, instruction, and the achievement of all students <b>Strategy's Expected Result/Impact:</b> Increase of academic growth. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			






**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 2022 to 2023.

**Performance Objective 1:** The percent of Forman students that score Meets grade level or above on STAAR Science 5 will increase from 28% in 2022 to 29% by June 2023. The Special Education student group performance will increase from 14% in 2022 to 17% in 2023. The African American student group performance will increase from 17% in 2022 to 20% in 2023.

**Evaluation Data Sources:** 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures, interactive word walls, anchor charts, labeling and chants. <b>Strategy's Expected Result/Impact:</b> Writing skills TELPAS Results Reading, math, and science results <b>Staff Responsible for Monitoring:</b> ESL Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers will utilize the DDI cycle to plan, deliver and assess students' instruction to determine reteach, spiraling, intervention or enrichment to achieve incremental growth through the use of SDQ books and STAAR-released questions. <b>Strategy's Expected Result/Impact:</b> Increase of students meeting master and meet levels on science STAAR <b>Staff Responsible for Monitoring:</b> Instructional Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will establish a consistent structure for the science block through the use of the 5E model, science notebooks to document the CER (claims, evidence, reasoning) process, use of essential questions and clear learning targets. <b>Strategy's Expected Result/Impact:</b> Science MAP growth <b>Staff Responsible for Monitoring:</b> Instructional Specialist ESL Administrators  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Instructional Coaches will engage in vertical planning to align school-wide science processes and use common vocabulary. <b>Strategy's Expected Result/Impact:</b> Growth in Science MAP and STAAR <b>Staff Responsible for Monitoring:</b> Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Utilization of learning targets and essential questions for students to have clear expectations of the end learning goal. <b>Strategy's Expected Result/Impact:</b> Increase the science academic growth <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> We will utilize a platform to increase communication and engagement of parents in their own language. <b>Strategy's Expected Result/Impact:</b> To increase parental involvement as measured by number of parents viewing the Smore. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 4.1, 4.2	Formative		
	Nov	Feb	June
			

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Collaborative teams will utilize the Collaborative Team Framework during planning to address curriculum, assessment, instruction, and the achievement of all students <b>Strategy's Expected Result/Impact:</b> Increase of academic growth. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.4, 2.5, 2.6 - Targeted Support Strategy	Formative		
	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**Goal 4: Pillar 2 - Life Ready** - Plano ISD graduates will possess the skills and knowledge that enable them to be life ready citizens and leaders in the global workforce.

2.1 Engage our learning community to define student success in terms of life readiness traits and competencies.

2.2 Integrate and authentically embed life readiness skills/standards alongside state standards.

**Performance Objective 1:** The percentage of students who will be able to self-regulate will increase.

**Evaluation Data Sources:** Review 360 for positive and administrative referrals.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will establish consistent structures and procedures through the use of morning circles, positive behavior systems, CHAMPS instruction of skills with the use of an adult temp. <b>Strategy's Expected Result/Impact:</b> Review 360 for positive and administrative referrals. <b>Staff Responsible for Monitoring:</b> Administrators  <b>Title I:</b> 2.5, 2.6	Formative		
	Nov	Feb	June
	 40%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# SBIC 2022-2023

Committee Role	Name	Position
Administrator	Scott Schweikhard	Principal
Administrator	Maria Gallastegui	Assistant Principal
Community Representative	Carmen Casamayor Ryan	Community Member
Parent Liaison	Ana Martinez	Parent Liaison
Non-classroom Professional	Dawn Raugh	Teacher
Paraprofessional	Maria Hiidalgo	parent
Community Representative	Kay Naidoo	Community Member
Classroom Teacher	Tania Santiago	Teacher
Parent	Maria Bolanos	parent
Title I Representative	Amy Durham	Teacher
Business Representative	Rigoberto Tovar	Business Representative
District-level Professional	John Tedford	district representative
Business Representative	Rick Manning	Business Representative
Classroom Teacher	Sharon Williams	Teacher
Classroom Teacher	Daniela Ochoa	Teacher

# 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					\$8,262.00
+/- Difference					\$8,262.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,854.00
+/- Difference					\$1,854.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	MyPath 3-5 Reading Site License		\$5,750.00
1	1	2	Adult Substitutes		\$13,680.00
Sub-Total					\$19,430.00
Budgeted Fund Source Amount					\$356,720.00
+/- Difference					\$337,290.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,830.00
+/- Difference					\$5,830.00
Grand Total Budgeted					\$372,666.00
Grand Total Spent					\$19,430.00
+/- Difference					\$353,236.00

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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
<b>2022 # of Students</b>	15	56	8	1	5	0	17	76	5	53	65	22	87
<b>2022</b>	40	50	62	0	40		18	46	60	51	49	50	49
<b>2023</b>	42	52	63	1	41		21	48	61	53	50	51	50
<b>2024</b>	44	54	63	2	41		24	50	61	55	50	53	50
<b>2025</b>	46	56	64	3	42		28	52	62	58	51	55	51
<b>2026</b>	50	60	66	4	44		34	56	64	62	53	58	53
<b>2027</b>	54	64	67	6	45		41	60	65	67	54	61	54

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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

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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
<b>2022 # of Students</b>	7	42	3	0	3	0	15	51	1	32	30	27	57
<b>2022</b>	57	50	100		67		40	55	100	44	43	63	53
<b>2023</b>	59	52	100		68		43	57	100	46	44	64	54
<b>2024</b>	61	54	100		68		46	59	100	48	44	66	54
<b>2025</b>	63	56	100		69		50	61	100	51	45	68	55
<b>2026</b>	67	60	100		71		56	65	100	55	47	71	57
<b>2027</b>	71	64	100		72		63	69	100	60	48	74	58

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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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
<b>2022 # of Students</b>	12	51	12	0	4	0	14	70	2	52	49	31	80
<b>2022</b>	42	43	42		50		7	43	100	42	41	48	44
<b>2023</b>	44	45	43		51		10	45	100	44	42	49	45
<b>2024</b>	46	47	43		51		13	47	100	46	42	51	45
<b>2025</b>	48	49	44		52		17	49	100	49	43	53	46
<b>2026</b>	52	53	46		54		23	53	100	53	45	56	48
<b>2027</b>	56	57	47		55		30	57	100	58	46	59	49

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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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
<b>2022 # of Students</b>	34	149	23	1	12	0	46	197	8	137	144	80	224
<b>2022</b>	44	48	57	0	50		22	47	75	46	45	54	48
<b>2023</b>	46	50	58	1	51		25	49	76	48	46	55	49
<b>2024</b>	48	52	58	2	51		28	51	76	50	46	57	49
<b>2025</b>	50	54	59	3	52		32	53	77	53	47	59	50
<b>2026</b>	54	58	61	4	54		38	57	79	57	49	62	52
<b>2027</b>	58	62	62	6	55		45	61	80	62	50	65	53



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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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
<b>2022 # of Students</b>	15	56	8	1	5	0	17	76	5	53	65	22	87
<b>2022</b>	33	32	38	0	20		18	32	20	32	31	36	32
<b>2023</b>	36	34	39	1	21		21	34	21	34	32	38	33
<b>2024</b>	39	37	41	3	23		24	37	23	36	34	40	35
<b>2025</b>	42	41	43	5	25		28	41	25	39	36	43	37
<b>2026</b>	48	45	45	7	27		33	45	27	43	38	47	39
<b>2027</b>	54	51	48	10	30		40	51	30	48	41	52	42

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.

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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
<b>2022 # of Students</b>	7	42	3	0	3	0	15	51	1	32	30	27	57
<b>2022</b>	14	26	67		67		27	27	100	31	23	33	28
<b>2023</b>	17	28	68		68		30	29	100	33	24	35	29
<b>2024</b>	20	31	70		70		33	32	100	35	26	37	31
<b>2025</b>	23	35	72		72		37	36	100	38	28	40	33
<b>2026</b>	29	39	74		74		42	40	100	42	30	44	35
<b>2027</b>	35	45	77		77		49	46	100	47	33	49	38

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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

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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
<b>2022 # of Students</b>	12	51	12	0	4	0	14	70	2	52	49	31	80
<b>2022</b>	25	39	17		75		7	33	50	37	41	26	35
<b>2023</b>	28	41	18		76		10	35	51	39	42	28	36
<b>2024</b>	31	44	20		78		13	38	53	41	44	30	38
<b>2025</b>	34	48	22		80		17	42	55	44	46	33	40
<b>2026</b>	40	52	24		82		22	46	57	48	48	37	42
<b>2027</b>	46	58	27		85		29	52	60	53	51	42	45

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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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
<b>2022 # of Students</b>	34	149	23	1	12	0	46	197	8	137	144	80	224
<b>2022</b>	26	33	30	0	50		17	31	38	34	33	31	32
<b>2023</b>	29	35	31	1	51		20	33	39	36	34	33	33
<b>2024</b>	32	38	33	3	53		23	36	41	38	36	35	35
<b>2025</b>	35	42	35	5	55		27	40	43	41	38	38	37
<b>2026</b>	41	46	37	7	57		32	44	45	45	40	42	39
<b>2027</b>	47	52	40	10	60		39	50	48	50	43	47	42

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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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
<b>2022 # of Students</b>	12	51	12	0	4	0	14	70	2	52	49	31	80
<b>2022</b>	17	27	25		50		14	21	100	21	27	29	28
<b>2023</b>	20	29	26		51		17	23	100	23	28	31	29
<b>2024</b>	23	32	28		53		20	26	100	25	30	33	31
<b>2025</b>	26	36	30		55		24	30	100	28	32	36	33
<b>2026</b>	32	41	32		57		29	35	100	32	34	40	35
<b>2027</b>	38	47	35		60		36	41	100	37	37	44	38

## 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	<b>Bullying</b> <b>Staff Prevention</b> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <b>Staff Education</b> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <b>Staff Intervention</b> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> </ul>	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"> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		



	<ul style="list-style-type: none"><li>• Utilize social media to keep parents and community informed. Funding source: State and Local</li><li>• PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>• Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>• Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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