

# **Plano Independent School District**

## **Rose Haggar Elementary**

**2022-2023**



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

# Mission Statement

Rose Haggar is home to Pre-K-5th grade Mariners, where staff believe in teaching, inspiring, and growing the whole child. [#haggarlearns](#)

## Vision

[RMH Instructional Expectations](#)

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rose Haggar is a Title I Pre-K through 5th grade campus. Low SES rate is consistently around 41%, which is approximately 5% higher than the district's average of 35.46%. The student community is diverse culturally, socially, religiously. The campus serves several apartment complexes as well as a homeless shelter.

### Demographics Strengths

The campus has an active and supportive parent community.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** During the 21-22 school year, the campus served approximately 74 students who qualify under the McKinney Vento act; of these students, 39 ended the year on the campus.

**Problem Statement 2:** Economically disadvantaged rate is 41% which is approximately 5% higher than the district's rate of 35.46%.

# Student Learning

## Student Learning Summary

**Haggar Elementary Goals Including HB3 Goals:** Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

While student quintile groups do exhibit some growth, the campus overall is performing below district performance standards. Grade levels show varied strengths and areas for improvement in math and reading between quintile groups.

## Student Learning Strengths

PGR indicates strengths in kinder and 2nd grade math as well as in kinder, 2nd, and 3rd reading.

4th Grade Reading STAAR: 29% of students showed accelerated growth on the progress measure.

5th Grade Reading STAAR: 65% of students showed accelerated growth on the progress measure. 5th Grade Math STAAR: 24% of students showed accelerated growth on the progress measure.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Reading and Math MAP indicates that 60% or less in each grade level met projected growth measure.

**Problem Statement 2:** The percentage of students attaining limited growth as measured by STAAR is as follows: 4th grade math: 28%; 4th grade reading: 16%; 5th grade math: 25%; 5th grade reading: 12%.

# School Processes & Programs

## School Processes & Programs Summary

Guiding Coalitions meet to discuss best practices and vertical alignment around four main pillars: Literacy, Mathematics, SEL & Equity, Innovation & Differentiation; Collaborative Teams meet to "unpack the TEKS"; feedback routinely requested and used to incorporate teacher voice in decision making; campus-wide use of Instructional Expectations; Professional Learning used to address school's instructional priorities; consistent meetings of Student Support Teams and MTSS team; Social Emotional Learning strategies are embedded in instruction

## School Processes & Programs Strengths

Use of Title I & Comp Ed funds to provide additional math and reading support for students across grade levels with emphasis on HB4545

T-TESS reflects that most teachers are performing at the Proficient level or higher in all domains

Collaborative Teams meet regularly to plan instruction as well as formative assessments

Teachers are asked to provide feedback on various topics multiple times during the school year

Campus-wide use of Social Emotional Learning strategies

Guiding Coalitions to share leadership and enhance use of best practices across grade levels and content areas

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Grade levels schedules do not consistently reflect the implementation of the district's balanced math and literacy models.

**Problem Statement 2:** Campus data conversations place emphasis on ideas for tiered intervention rather than quality of Tier I instruction.

**Problem Statement 3:** Social emotional and behavioral supports and programs may need to be amplified to meet student needs.

# Perceptions

## Perceptions Summary

Most staff and students feel safe at school; staff surveys indicate that staff feels supported; parents who responded to a quick parent survey feel supported; parents have also reported that RMH staff is welcoming and that they are happy attending our school; We use Social Emotional Learning and restorative practices to manage behaviors; we use funds and opportunities through Title I to connect with parents and provide materials for continued learning at home

## Perceptions Strengths

Staff use Social Emotional Learning and restorative practices to manage behaviors

Expectations are communicated during conferences and in the classroom

Campus safety audit indicates that our school was safe, and visitors were checked in using a government ID and monitored throughout the building

Accomplishments are celebrated by teachers and students schoolwide

Surveys are offered to parents for them to fill out to get their input and feedback

Staff take advantage of grant opportunities to provide for students and community (i.e. Pets in the Classroom, Brighter Bites, PISD Ed Foundation, Food4Kids)

Student leadership and mentoring opportunities are provided to strengthen relationships

Active volunteer community

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parent engagement opportunities and workshops are not consistently well attended.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

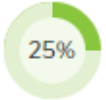
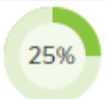
# Goals




**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 Reading and STAAR Writing from 2022 to 2023.






**Performance Objective 1:** HB3 - The percent of Haggar 3rd grade students that score meets grade level or above on STAAR Reading will increase from 66% in 2022 to 67% by June 2023. The Hispanic student group performance will increase from 33% in 2022 to 35% in 2023. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 47% in 2023.

## HB3 Goal

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use formative and summative assessment data to drive instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of RMH Instructional Expectations and Collaborative Team Framework to plan for instruction; teachers will participate in instructional rounds twice a year. <b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and Collaborative Team Planning will be unified. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaboration between campus-level specialists and grade level teachers -Learner Support Meetings -Student Support Team Meetings -Extended Planning -Edugence Goals <b>Strategy's Expected Result/Impact:</b> Targeted Edugence goals documented by Proficiency Rating Scale; Specialist supporting/coaching grade levels <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Specialists Grade Level Teachers	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Parent engagement opportunities to build parent capacity to support student learning <b>Strategy's Expected Result/Impact:</b> Title I Breakfasts PACE/Dyslexia Parent Meetings Parent/Teacher Conferences Parent Involvement in Student Support process <b>Staff Responsible for Monitoring:</b> Principal Title I Teacher ESL Specialist Dyslexia Specialist PACE Specialist	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Daily implementation of Social Emotional Learning strategies to foster an equitable, diverse, and inclusive learning environment <b>Strategy's Expected Result/Impact:</b> Meet the social and academic needs of diverse learners Opportunities for reflection and problem solving Strengthening of peer relationships Provide resources for student social growth <b>Staff Responsible for Monitoring:</b> All staff	Formative		
	Nov	Feb	June
			




Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will utilize MyPath Reading intervention for students identified for reading intervention based on MAP scores. <b>Strategy's Expected Result/Impact:</b> Student MAP scores will increase <b>Staff Responsible for Monitoring:</b> Instructional Specialists  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math -	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 Reading and STAAR Writing from 2022 to 2023.

**Performance Objective 2:** The percent of Haggar students that score Meets grade level or above on STAAR Reading 3-5 will increase from 63% in 2022 to 64% by June 2023. The SPED student group performance will increase from 39% in 2022 to 42% in 2023. The African American student group performance will increase from 41% in 2022 to 43% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use formative and summative assessment data to drive instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of RMH Instructional Expectations and Collaborative Team Framework to plan for instruction. Teachers will participate in instructional rounds at least twice a year. <b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and Collaborative Team Planning will be unified. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
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Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Collaboration between campus-level specialists and grade level teachers -Learner Support Meetings -Student Support Team Meetings -Extended Planning -Edugence Goals <b>Strategy's Expected Result/Impact:</b> Targeted Edugence goals documented by Proficiency Rating Scale; Specialist supporting/coaching specific grade levels <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Specialists Grade Level Teachers	Formative		
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Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Daily implementation of Social Emotional Learning strategies to foster an equitable, diverse, and inclusive learning environment <b>Strategy's Expected Result/Impact:</b> Meet the social and academic needs of diverse learners Opportunities for reflection and problem solving Strengthening of peer relationships Provide resources for student social growth <b>Staff Responsible for Monitoring:</b> All staff	Formative		
	Nov	Feb	June
			



Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Teachers will utilize MyPath Reading intervention for students identified for reading intervention based on previous year STAAR scores and current year MAP scores. <b>Strategy's Expected Result/Impact:</b> Student MAP Scores will show growth. STAAR Reading passing rate will increase. <b>Staff Responsible for Monitoring:</b> Instructional specialists  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math -	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 Haggar 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% in 2022 to 45% by June 2023. The African American student group performance will increase from 17% in 2022 to 20% in 2023. The Economically Disadvantaged student group performance will increase from 21% in 2022 to 23% in 2023.

### HB3 Goal

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use formative and summative assessment data to drive instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
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Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use of RMH Instructional Expectations and Collaborative Team Framework to plan for instruction. Teachers will participate in instructional rounds at least twice a year. <b>Strategy's Expected Result/Impact:</b> Strategies for effective teaching in every classroom and Collaborative Team Planning will be unified. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
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Strategy 3 Details	Formative Reviews		
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**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 Haggar students that score Meets grade level or above on STAAR Math 3-5 will increase from 41% in 2022 to 42% by June 2023. The African American student group performance will increase from 12% in 2022 to 15% in 2023. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 22% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment



Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use formative and summative assessment data to drive instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
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**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 Haggar students that score Meets grade level or above on STAAR Science 5 will increase from 36% in 2022 to 37% by June 2023. The African American student group performance will increase from 11% in 2022 to 14% in 2023. The Economically Disadvantaged student group performance will increase from 19% in 2022 to 21% in 2023.

**Evaluation Data Sources:** 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use formative and summative assessment data to drive instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will use results of Common Formative Assessment as well as district and unit assessments to determine the focus of each small group. Small group attendees will be fluid, changing members as needed as a result of assessment data results. Students will learn grade level material specific to their level of learning. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers	Formative		
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	Nov	Feb	June
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

# Campus Improvement Committee

Committee Role	Name	Position
Administrator	Mary St Clair	Assistant Principal
Classroom Teacher	Adrienne Curry	Classroom Teacher
Classroom Teacher	Lauren May	Classroom Teacher
Classroom Teacher	Audrey May	Classroom Teacher
Classroom Teacher	Bethany Jacobson	Classroom Teacher
Classroom Teacher	Teresa Marquez	Classroom Teacher
Classroom Teacher	Laurie Evans	Classroom Teacher
Administrator	Amy Weems	Principal
Community Representative	Cindy Sguigna	Community Member
District-level Professional	Jody Duran	District Member
Classroom Teacher	Holly Sabin	Title I Teacher
Business Representative	Whitt Melton	Business Rep
Non-classroom Professional	Andrea Hale	Counselor
Non-classroom Professional	Lauren Paz	1/2 time counselor
Non-classroom Professional	Allison Clark	504 Coordinator
Parent	Liz Alvarez	Parent
Parent	Sam Shiller	Parent
Parent	Rob Shiller	Parent
Parent	Stephanie Guth	Parent
Parent	Jamie Grant	Parent
Parent	Ryan Showers	Parent
Parent	Kara Showers	Parent

# 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					\$2,710.00
+/- Difference					\$2,710.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$384.00
+/- Difference					\$384.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$167,040.00
+/- Difference					\$167,040.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,665.00
+/- Difference					\$5,665.00
Grand Total Budgeted					\$175,799.00
Grand Total Spent					\$0.00
+/- Difference					\$175,799.00

# Addendums



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

Haggar

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>	12	21	40	0	13	0	20	29	3	15	76	22	98
<b>2022</b>	58	33	80		85		45	45	67	67	72	45	66
<b>2023</b>	60	35	81		86		48	47	68	69	73	46	67
<b>2024</b>	62	37	81		86		51	49	68	71	73	48	67
<b>2025</b>	64	39	82		87		55	51	69	74	74	50	68
<b>2026</b>	68	43	84		89		61	55	71	78	76	53	70
<b>2027</b>	72	47	85		90		68	59	72	83	77	56	71

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

Haggar

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
<b>2022 # of Students</b>	11	11	34	0	9	0	9	21	3	8	58	10	68
<b>2022</b>	36	45	59		78		22	29	100	38	55	50	54
<b>2023</b>	38	47	60		79		25	31	100	40	56	51	55
<b>2024</b>	40	49	60		79		28	33	100	42	56	53	55
<b>2025</b>	42	51	61		80		32	35	100	45	57	55	56
<b>2026</b>	46	55	63		82		38	39	100	49	59	58	58
<b>2027</b>	50	59	64		83		45	43	100	54	60	61	59

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

Haggar

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
<b>2022 # of Students</b>	18	21	29	0	6	0	12	31	3	8	55	25	80
<b>2022</b>	33	57	83		100		42	45	67	50	73	52	66
<b>2023</b>	35	59	84		100		45	47	68	52	74	53	67
<b>2024</b>	37	61	84		100		48	49	68	54	74	55	67
<b>2025</b>	39	63	85		100		52	51	69	57	75	57	68
<b>2026</b>	43	67	87		100		58	55	71	61	77	60	70
<b>2027</b>	47	71	88		100		65	59	72	66	78	63	71

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

Haggar

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												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>	41	53	103	0	28	0	41	81	9	31	189	57	246
<b>2022</b>	41	45	74		86		39	41	78	55	67	49	63
<b>2023</b>	43	47	75		87		42	43	79	57	68	50	64
<b>2024</b>	45	49	75		87		45	45	79	59	68	52	64
<b>2025</b>	47	51	76		88		49	47	80	62	69	54	65
<b>2026</b>	51	55	78		90		55	51	82	66	71	57	67
<b>2027</b>	55	59	79		91		62	55	83	71	72	60	68

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### 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>	12	21	40	0	13	0	20	29	3	15	76	22	98
<b>2022</b>	17	14	52		85		25	21	67	40	53	14	44
<b>2023</b>	20	16	53		86		28	23	68	42	54	16	45
<b>2024</b>	23	19	55		88		31	26	70	44	56	18	47
<b>2025</b>	26	23	57		90		35	30	72	47	58	21	49
<b>2026</b>	32	27	59		92		40	34	74	51	60	25	51
<b>2027</b>	38	33	62		95		47	40	77	56	63	30	54

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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>	11	11	34	0	9	0	9	21	3	8	58	10	68
<b>2022</b>	9	36	47		67		22	19	100	38	43	30	41
<b>2023</b>	12	38	48		68		25	21	100	40	44	32	42
<b>2024</b>	15	41	50		70		28	24	100	42	46	34	44
<b>2025</b>	18	45	52		72		32	28	100	45	48	37	46
<b>2026</b>	24	49	54		74		37	32	100	49	50	41	48
<b>2027</b>	30	55	57		77		44	38	100	54	53	46	51

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### 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>	18	21	29	0	6	0	12	31	3	8	55	25	80
<b>2022</b>	11	29	48		83		33	19	67	25	47	20	39
<b>2023</b>	14	31	49		84		36	21	68	27	48	22	40
<b>2024</b>	17	34	51		86		39	24	70	29	50	24	42
<b>2025</b>	20	38	53		88		43	28	72	32	52	27	44
<b>2026</b>	26	42	55		90		48	32	74	36	54	31	46
<b>2027</b>	32	48	58		93		55	38	77	41	57	36	49

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Math											All Grades		
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<b>2023</b>	15	27	51		80		30	22	79	37	49	21	42
<b>2024</b>	18	30	53		82		33	25	81	39	51	23	44
<b>2025</b>	21	34	55		84		37	29	83	42	53	26	46
<b>2026</b>	27	38	57		86		42	33	85	46	55	30	48
<b>2027</b>	33	44	60		89		49	39	88	51	58	35	51



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### 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>	18	21	29	0	6	0	12	31	3	8	55	25	80
<b>2022</b>	11	33	52		50		17	19	67	25	40	28	36
<b>2023</b>	14	35	53		51		20	21	68	27	41	30	37
<b>2024</b>	17	38	55		53		23	24	70	29	43	32	39
<b>2025</b>	20	42	57		55		27	28	72	32	45	35	41
<b>2026</b>	26	47	59		57		32	33	75	36	47	39	43
<b>2027</b>	32	53	62		60		39	39	79	41	50	43	46

## 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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