

Plano Independent School District

Barksdale Elementary

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

Plano ISD Mission Statement

Our Plano ISD learning community will educate, inspire and empower every student to activate their unique learning potential in a dynamic world.

Campus Mission Statement

Where children feel safe, loved, and enjoy learning; where children see themselves as responsible lifelong learners; where respect and kindness define our Bronco spirit; where the commitment of school and community is celebrated.

Vision

Plano ISD Vision Statement

Committed to Excellence

Dedicated to Caring

Powered by Learning

Plano ISD Proud

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barksdale Elementary is in Plano ISD, a Collin County district with 44 elementary schools, 13 middle schools, 7 high schools, 3 senior high schools, and an eSchool. Barksdale Elementary serves a diverse student population in grades K-5. Starting the 2022-2023 school year, total enrollment was approximately 590 students.

Additionally, in the beginning of the 2022-2023 school year, the Barksdale student population demographics consisted of 35% White, 33% Asian, 14% Hispanic, 12% African American, 5% 2 or more ethnicities, and 1% American Indian. The Barksdale student population by programs consisted of 8% Special Education, 13% Gifted and Talented, 5% 504, 17% Economically Disadvantaged, 3% Dyslexia, and 16% English Language Learners.

The top 5 foreign languages spoken are: Spanish, Hindi, Telugu, Tamil, and Russian & Arabic.

Demographics Strengths

- Barksdale Elementary has a diverse student population.
- There are numerous languages and cultures represented at Barksdale Elementary.
- Families are encouraged to celebrate and share their culture at Multicultural Night each year.
- High parental involvement across different cultures.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional support and training is required for staff to best meet the needs of all English Learners. **Root Cause:** As the demographics of Barksdale Elementary have changed, new instructional strategies are needed to meet the needs of all learners.

Problem Statement 2: There is a need to enhance communication and engagement for English Learners and their families. **Root Cause:** Language barriers exist within the current communication system.

Student Learning

Student Learning Summary

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

The student achievement data indicates that across grade levels students are making progress. Our students are showing growth in multiple areas based on the various assessment tools. Across grade levels, the majority of the students are exceeding projected growth. STAAR, MAP, and TELPAS data were reviewed and analyzed to identify strengths and weaknesses within the Barksdale instructional program. Overall, there is consistent growth and achievement in all areas and in all demographics. With an emphasis on differentiation and intensive intervention, we were able to target the needs of specific students. Additionally, emphasis was placed on the social emotional needs of the students as they worked through two years of COVID. Additionally, the implementation of a Multi-Tiered Systems of Support and the Student Support Team monitoring the needs of students and applying targeted interventions helped to close the gaps.

Student Learning Strengths

The following scores show the percent of students on the 2019 STAAR who Approached and Mastered Standard:

STAAR Data

Reading:

3rd - 96% Approaches, 80% Meets, 68% Masters

4th - 96% Approaches, 84% Meets, 63% Masters

5th - 95% Approaches, 84% Meets, 68% Masters

Math:

3rd - 89% Approaches, 81% Meets, 59% Masters

4th - 92% Approaches, 81% Meets, 66% Masters

5th - 92% Approaches, 71% Meets, 51% Masters

Science:

5th - 88% Approaches, 69% Meets, 45% Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to target specific instructional strategies to support English Learners. **Root Cause:** There is a growing population of English Learners and monitored LEP students who are in the classroom for the majority of the day and need language acquisition/comprehension

Problem Statement 2: There is a need to target specific instructional strategies to support the special education student population. **Root Cause:** Classroom and resource teachers need to collaborate and partner together to provide opportunities for students to be supported when in and out of the regular classroom.

Problem Statement 3 (Prioritized): There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure. **Root Cause:** Refinement of a schoolwide system to monitor the growth of student subgroup populations.

School Processes & Programs

School Processes & Programs Summary

Barksdale Elementary school follows the state standards (TEKS) and district curriculum documents and resources in order to provide a guaranteed and viable curriculum for all learners. In addition to these curriculum resources, Barksdale implemented DuFour's model for Professional Learning Communities to help teachers identify student needs and work collaboratively to ensure that all students learn at high levels.

For the past three years, Barksdale Elementary has started the implementation of Marzano's High Reliability Schools (HRS) framework. The campus focused on implementation of Level I: Build a Safe a Collaborative Culture during the 2017-2018 school year. For the past three years, we placed emphasis on developing Level 2: Effective Teaching in Every Classroom. We are continuing to focus on both Level 1 and Level 2 this year as we seek to incorporate more common formative assessments to aid teachers as they monitor students' achievement.

New teachers to Barksdale Elementary are paired with a mentor teacher on their team. The mentor teacher works with the new staff member to learn the processes of the grade level and Barksdale.

Barksdale Elementary is a one-to-one Chromebook campus. Teachers integrate technology into their lessons to enhance student understanding and learning. Professional Development is provided to the staff to keep their skills proficient and share new tools/ideas. The incorporation of technology in years past helped make the transition to online learning for our students and teachers easier in the Spring and Fall of 2020. Most recently, the staff has worked to build a blended learning environment that utilizes technology as well as differentiated stations, guided reading, and teacher led small group instruction to meet the needs of their students.

School Processes & Programs Strengths

- Special Education and Dyslexia Programs
- Professional Learning Communities
- Skill Builders (Intervention) time
- Jogging Club
- PTA sponsored after-school clubs
- National PTA school of Excellence

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for common formative assessments to drive instruction and interventions. **Root Cause:** Lack of professional learning opportunities which involve the creation of common formative assessments and analysis of data.

Problem Statement 2 (Prioritized): There is a need for a campus wide positive behavior intervention support model to support the teachers' student behavioral needs. **Root Cause:** A new discipline referral system was put in place at the beginning of the year and needed to be reviewed. We are entering year 2 of PBIS.

Problem Statement 3 (Prioritized): There is a need for refining our Multi-Tiered System of Support model to target specific student needs in the areas of academics, behavior, attendance, and social emotional health. **Root Cause:** MTSS was launched during the last school year and the staff need more time to practice and develop proficiency in the systems.

Perceptions

Perceptions Summary

Barksdale Elementary is a neighborhood school that prides itself on building relationships within the staff and with students so that we have a welcoming environment where learners and their families feel loved and valued. The staff at Barksdale implemented a PBIS system that promotes a positive school climate, giving students an opportunity to work towards a goal. Teachers award students with a Silver Compliment ticket when they are caught doing something good. Students are given the Bronco Best award monthly to recognize good work habits, perseverance and character by their classroom teacher. Each nine weeks, the classroom teacher also selects a Principal Proclamation winner who demonstrates traits of a life-long learner and upstanding citizenship. All students at Barksdale are awarded tickets by the teachers that students collect and can purchase privileges and prizes.

Family involvement is a key component to learner success, and it is imperative that we support parents by creating a positive climate that is communicative in nature allowing the school and family to work as partners in the educational process. Barksdale families have many opportunities in which they can support the students, teachers, and community such as Watch DOGs, Color Run, Multicultural Night, Book Fair, Spring Picnic/Carnival, Spirit Nights, and Field Trip chaperones. It is through these partnerships that students recognize the importance of the partnership between the parents and teachers at Barksdale.

During the 2018-2019 school year, Barksdale began a discipline referral process within the grade levels. Teachers documented student behavior and communicated with parents when there were behavior concerns. Administrators were a part of the process and would help after multiple attempts to correct behavior were taken, or when their assistance was needed in initial situations. Last year, the district has implemented a Multi-Tiered Support System (MTSS) program to complement the new digital tracking platform Review 360. This replaced the previous paper referral process and streamline teacher, administrator and parent communication about positive and negative behaviors. All teachers were trained in Restorative Practices and used these strategies to help correct behaviors in their classrooms before problems occurred. During the 2021-2022 school year, Barksdale began year 1 participating in district-led PBIS training and will continue into year 2 of PBIS training this school year.

Overall, we have a strongly positive community perception at Barksdale. Both parents and students agree that our school is a safe place to learn with specific rules and procedures in place. We are focused in our approach to building strong relationships with our students and community both inside and outside of the classroom. The data shows that though attendance is not a primary concern, some students have consistent issues attending school regularly. Our primary needs are improving opportunities for input regarding school operations from students and parents; providing greater fiscal transparency to parents; and recognizing students for their individual accomplishments. The data does not point to any "significant" points of concern (i.e. <2.5/5 average response rating), though we have pointed out those that are the lowest in each category. As faculty, we believe our most significant area of need is to create a uniform discipline procedure that is scalable and can be consistently implemented across the campus.

Perceptions Strengths

- Implementation of Restorative Practices and Community Circles has seen positive results.
- Multiple events are held throughout the year to involve Barksdale parents and the community.
- School is a safe haven for our students and staff.
- PTA National School of Excellence award
- Social media platforms for the school and grade-levels

Both parents and students feel our school is a safe place to learn and know what to do in the event of an emergency. Additionally, parents and students felt our school has clear rules and procedures in place. We provide regular opportunities throughout the year to involve Barksdale parents and the community. We work to build positive relationships with our students during the school day through the use of restorative practices and community circles.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to include a variety of students who are able to participate in after school clubs/activities. **Root Cause:** If a child typically rides the bus or goes to after school care, there is not anyone who can provide transportation from the club/activity.

Problem Statement 2: Both parents and students indicated a need for more opportunities to provide input regarding how the school should function. Additionally, parents wanted opportunities to provide this feedback in person. **Root Cause:** Students and parents need opportunities for input into how the school functions.

Problem Statement 3: Recognition of achievements is also an opportunity for improvement. Students felt they are at times are not recognized enough for their achievements. Parents felt that there could be more recognition of teacher achievements. **Root Cause:** There can be an increase in the amount of public recognition of achievements.

Priority Problem Statements

Problem Statement 1: There is a need for a campus wide positive behavior intervention support model to support the teachers' student behavioral needs.

Root Cause 1: A new discipline referral system was put in place at the beginning of the year and needed to be reviewed. We are entering year 2 of PBIS.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 3: There is a need for a system to monitor and adjust the instruction for economically disadvantaged students so that they can meet their growth measure.

Root Cause 3: Refinement of a schoolwide system to monitor the growth of student subgroup populations.

Problem Statement 3 Areas: Student Learning

Problem Statement 2: There is a need for refining our Multi-Tiered System of Support model to target specific student needs in the areas of academics, behavior, attendance, and social emotional health.

Root Cause 2: MTSS was launched during the last school year and the staff need more time to practice and develop proficiency in the systems.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback








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 Barksdale 3rd grade students that score meets grade level or above on STAAR Reading will increase from 79% in 2022 to 80% by June 2023. The Economically Disadvantaged student group performance will increase from 56% in 2022 to 58% in 2023. The Hispanic student group performance will increase from 46% in 2022 to 48% in 2023.

HB3 Goal




Evaluation Data Sources: 2023 STAAR Assessment






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student needs will be identified utilizing a refined Kid Talk Process and updated Data Meeting Protocols.</p> <p>Strategy's Expected Result/Impact: Teachers will use the refined Kid Talk process and the interpretation of data to identify student needs in order to plan interventions that close students' gaps.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, grade level team leaders, special education teachers, data team</p>	Formative		
	Nov	Feb	June
	 25%		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student progress will be monitored utilizing Edugence and Review360.</p> <p>Strategy's Expected Result/Impact: Teachers will become proficient at utilizing Edugence and Review360 for Progress Monitoring purposes. Tier 2 students will have goals and data entered throughout the school year.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, teachers, instructional specialist</p>	Formative		
	Nov	Feb	June
	 20%		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Interventions and supports will be developed utilizing the refined MTSS committee and Student Support Plan process.</p> <p>Strategy's Expected Result/Impact: The MTSS committee will identify campuswide needs and develop supports. Teachers will utilize the SST process as a way to identify grade level supports.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, grade level teachers, special education teachers, instructional specialist, counselor</p>	Formative		
	Nov	Feb	June
	 35%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 Barksdale students that score Meets grade level or above on STAAR Reading 3-5 will increase from 84% in 2022 to 85% by June 2023. The Economically Disadvantaged student group performance will increase from 67% in 2022 to 69% in 2023. The SPED student group performance will increase from 50% in 2022 to 53% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
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	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
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	Nov	Feb	June
			

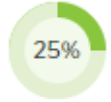






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize a substitute teacher to provide additional accelerated instruction for targeted students in grades 4 and 5. The substitute teacher will work with five grade level groups that range from 1-5 students and will meet twice a week for 30-minute sessions. Groups will start on January 25, 2022 and will end on May 5, 2022, giving students a total of 13.5 hours of accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Students who did not meet on last year's STAAR assessment will receive a score of approaching or higher on the 2022 STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Campus administrators, instructional specialist</p> <p>Funding Sources: Substitute Pay - 199 State Comp Ed</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 1: The percent of Barksdale 3rd grade students that score meets grade level or above on STAAR Math will increase from 83% in 2022 to 84% by June 2023. The Economically Disadvantaged student group performance will increase from 56% in 2022 to 58% in 2023. The Hispanic student group performance will increase from 62% in 2022 to 64% in 2023.

HB3 Goal





Evaluation Data Sources: 2023 STAAR Assessment






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	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Interventions and supports will be developed utilizing the refined MTSS committee and Student Support Plan process.</p> <p>Strategy's Expected Result/Impact: The MTSS committee will identify campuswide needs and develop supports. Teachers will utilize the SST process as a way to identify grade level supports.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, grade level teachers, special education teachers, instructional specialist, counselor</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: The percent of Barksdale students that score Meets grade level or above on STAAR Math 3-5 will increase from 80% in 2022 to 81% by June 2023. The SPED student group performance will increase from 46% in 2022 to 49% in 2023. The African American student group performance will increase from 36% in 2022 to 39% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment








Strategy 1 Details	Formative Reviews		
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	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 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 Barksdale students that score Meets grade level or above on STAAR Science 5 will increase from 72% in 2022 to 73% by June 2023. The Economically Disadvantaged student group performance will increase from 60% in 2022 to 62% in 2023. The African American student group performance will increase from 31% in 2022 to 34% in 2023.

Evaluation Data Sources: 2023 STAAR Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student needs will be identified utilizing a refined Kid Talk Process and updated Data Meeting Protocols.</p> <p>Strategy's Expected Result/Impact: Teachers will use the refined Kid Talk process and the interpretation of data to identify student needs in order to plan interventions that close students' gaps.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, grade level team leaders, special education teachers, data team</p>	Formative		
	Nov	Feb	June
			
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	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Michael Pan	Business Representative
Business Representative	Asia Le	Business Representative
Administrator	Bonny Pan	Administrator
Administrator	Michael Minyard	Administrator
Classroom Teacher	Sara Plotkin	Kindergarten Teacher
Classroom Teacher	Kim Hawkins	First Grade Teacher
Classroom Teacher	Dusty Holliday	Second Grade Teacher
Classroom Teacher	Celene Rosen	Third Grade Teacher
Classroom Teacher	Melanie Algermissen	Fourth Grade Teacher
Classroom Teacher	Christine Train	Fifth Grade Teacher
Classroom Teacher	Katharine Chamberlain	Special Education Teacher
Parent	Leah Hereema	Parent
Parent	Tammy Shamburger	Parent
Parent	Kathy Pitts	Parent
Non-classroom Professional	Diana Tirado	Teacher
Non-classroom Professional	Laura Schnitzer	Counselor
District-level Professional	Fern Johnson	District-level Professional
Parent	Stacy Ross	Parent
Parent	Meg Pyka	Parent
Parent	Molly Bunker	Parent
Community Representative	Susan Valesano	Community Representative
Community Representative	Gretchen Chen	Community Representative

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Substitute Pay		\$0.00
2	2	4	Substitute Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,410.00
+/- Difference					\$1,410.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$450.00
+/- Difference					\$450.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Substitute Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,100.00
+/- Difference					\$1,100.00
Grand Total Budgeted					\$2,960.00
Grand Total Spent					\$0.00
+/- Difference					\$2,960.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barksdale

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	10	13	24	0	27	0	8	16	1	15	57	21	78
2022	60	46	88		96		50	56	100	87	88	57	79
2023	62	48	89		97		53	58	100	89	89	58	80
2024	64	50	89		97		56	60	100	91	89	60	80
2025	66	52	90		98		60	62	100	94	90	62	81
2026	70	56	92		100		66	66	100	98	92	65	83
2027	74	60	93		100		73	70	100	100	93	68	84

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barksdale

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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
2022 # of Students	7	10	40	0	26	0	7	15	6	9	64	27	91
2022	57	80	85		92		57	67	83	89	89	74	85
2023	59	82	86		93		60	69	84	91	90	75	86
2024	61	84	86		93		63	71	84	93	90	77	86
2025	63	86	87		94		67	73	85	96	91	79	87
2026	67	90	89		96		73	77	87	100	93	82	89
2027	71	94	90		97		80	81	88	100	94	85	90

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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	16	15	36	3	22	0	11	20	3	15	67	29	96
2022	50	87	94	67	100		45	75	100	93	91	76	86
2023	52	89	95	68	100		48	77	100	95	92	77	87
2024	54	91	95	69	100		51	79	100	97	92	79	87
2025	56	93	96	70	100		55	81	100	100	93	81	88
2026	60	97	98	71	100		61	85	100	100	95	84	90
2027	64	100	99	73	100		68	89	100	100	96	87	91

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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	33	38	100	3	75	0	26	51	10	39	188	77	265
2022	55	71	89	67	96		50	67	90	90	89	70	84
2023	57	73	90	68	97		53	69	91	92	90	71	85
2024	59	75	90	69	97		56	71	91	94	90	73	85
2025	61	77	91	70	98		60	73	92	97	91	75	86
2026	65	81	93	71	100		66	77	94	100	93	78	88
2027	69	85	94	73	100		73	81	95	100	94	81	89

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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
2022 # of Students	10	13	24	0	27	0	8	16	1	15	57	21	78
2022	40	62	92		100		50	56	100	93	89	67	83
2023	43	64	93		100		53	58	100	95	90	69	84
2024	46	67	95		100		56	61	100	97	92	71	86
2025	49	71	97		100		60	65	100	100	94	74	88
2026	55	75	99		100		65	69	100	100	96	78	90
2027	61	81	100		100		72	75	100	100	99	83	93

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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.

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	7	10	40	0	26	0	7	15	6	9	64	27	91
2022	43	90	82		92		57	53	100	100	91	67	84
2023	46	92	83		93		60	55	100	100	92	69	85
2024	49	95	85		95		63	58	100	100	94	71	87
2025	52	99	87		97		67	62	100	100	96	74	89
2026	58	100	89		99		72	66	100	100	98	78	91
2027	64	100	92		100		79	72	100	100	100	83	94

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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
2022 # of Students	16	15	36	3	22	0	11	20	3	15	67	29	96
2022	31	73	78	67	100		36	60	33	87	82	55	74
2023	34	75	79	68	100		39	62	34	89	83	57	75
2024	37	78	81	70	100		42	65	36	91	85	59	77
2025	40	82	83	72	100		46	69	38	94	87	62	79
2026	46	86	85	74	100		51	73	40	98	89	66	81
2027	52	92	88	77	100		58	79	43	100	92	71	84

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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	33	38	100	3	75	0	26	51	10	39	188	77	265
2022	36	74	83	67	97		46	57	80	92	87	62	80
2023	39	76	84	68	98		49	59	81	94	88	64	81
2024	42	79	86	70	100		52	62	83	96	90	66	83
2025	45	83	88	72	100		56	66	85	99	92	69	85
2026	51	87	90	74	100		61	70	87	100	94	73	87
2027	57	93	93	77	100		68	76	90	100	97	78	90

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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
2022 # of Students	16	15	36	3	22	0	11	20	3	15	67	29	96
2022	31	60	81	67	95		36	60	0	73	81	52	72
2023	34	62	82	68	96		39	62	1	75	82	54	73
2024	37	65	84	70	98		42	65	3	77	84	56	75
2025	40	69	86	72	100		46	69	5	80	86	59	77
2026	46	74	88	74	100		51	74	8	84	88	63	79
2027	52	80	91	77	100		58	80	12	89	91	67	82

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

	<ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. Campus Wellness Plan ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

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