

Plano Independent School District

Stinson Elementary

2022-2023

Accountability Rating: B

Board Approval Date: September 20, 2022

Mission Statement

Stinson will inspire and empower every student to achieve their unique potential.

Vision

STUDENTS are at the heart of ALL of our decisions.

TEACHERS are responsive to the needs of ALL our learners.

ALL students will have access to an engaging, innovative, and supportive learning environment with high expectations.

RESPECT and responsibility are essential to and expected in our school community.

STINSON welcomes family and community partnerships that support the education and needs of our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stinson Elementary is in Plano ISD, a Collin County district with 44 elementary schools, 13 middle schools, 7 high schools, 3 senior high schools, and a Virtual Academy. Stinson Elementary serves a diverse student population in grades K-5 with a wide array of languages spoken. In the 2021-2022 school year, total enrollment was approximately 550 students.

Stinson provides services to students with special education needs and houses the Elevate and Connect special education programs. Stinson prides itself in having a low staff turnover, however, as new staff are hired, we offer a welcoming onboarding process to help them become acclimated with the campus and learn the systems and processes at Stinson, as well as Plano ISD. This onboarding process includes teacher mentors to support new staff all throughout the year. There is a range of three to five teachers per grade level and Stinson also employs support specialists that include an Instructional Specialist, Dyslexia Teacher, ESL Coach, PACE, and Library Media Specialist.

What makes Stinson unique is the close community that is committed to ensuring all students and families feel a sense of belonging. The parents, community, and teachers strive to offer inclusive events that bring the community together throughout the year. The Stinson PTA and campus staff collaborate on an ongoing basis and reflect to monitor the effectiveness and success of events attended.

Demographics Strengths

Demographic Strengths:

- Low Student Mobility rate (4.8%) as compared to the District (10.2%) and State (13.8%).
- Student diversity
- Involved PTA
- 39% of the staff have between 11-20 years of experience.

Ethnicity

	Asian	Afr. Am.	Am. In.	Hispanic	2 or More	White
Percent of Students	49.1%	8.2%	0.2%	9.4%	4.2%	29.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students in the Economically Disadvantaged student population has increased from 7.0% during the 2017-2018 school year, to 15% as of August 2022. **Root Cause:** More families negatively impacted from COVID and other recent issues.

Problem Statement 2 (Prioritized): Staff and community have cited a need for more targeted social-emotional practices and support at Stinson. **Root Cause:** 53% of the students ended the 2020-2021 school year as a School at Home student missing out on the SEL instruction that took place in the classroom and school during the school year.

Student Learning

Student Learning Summary

Stinson Elementary Goals Including HB3 Goals: (see tables in the 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.

Student Learning Strengths

Stinson is a campus that, historically, performs above that of both the district at state on STAAR at all levels of performance. The majority of Stinson students perform in the top 2 quintiles on local assessments (MAP). Students are actively engaged in academics both on and off campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Domain III: Closing the Gaps received at scale score of 79% **Root Cause:** Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test.

Problem Statement 2: White, Asian and Non-continuously enrolled students all made less growth than the district average. **Root Cause:** These student groups are primarily the ones that participated in Virtual Learning over the past two years.

Problem Statement 3 (Prioritized): Of the students who made Limited Growth on STAAR, 65% of them made limited growth in the area of Math. **Root Cause:** Students participating in virtual learning may have missed foundational math skills, resulting in learning gaps.

Problem Statement 4: Quintiles 1-3 on the PGR in the areas of Math and Reading are consistently below the district average and recommended growth. **Root Cause:** Teachers have difficulty finding/utilizing resources for targeted enrichment.

Problem Statement 5: Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test. **Root Cause:** Students participating in virtual learning in third grade could have missed critical concepts, resulting in learning gaps.

School Processes & Programs

School Processes & Programs Summary

Stinson incorporates the following programs and processes into the daily operations of our school in order to ensure the parents, staff, and students are well-informed, feel welcomed and valued, teachers and staff are working in a continual improvement model, and data analysis is incorporated into a consistent schedule for monitoring the progress of our goals.

- Special Education, Dyslexia, ELL, and G/T support programs
- New teacher mentoring program to include processes for Year 1 teachers and tailored processes for Year 2 teachers and experienced teachers new to Plano
- Professional Learning Communities processes to include: PISD Collaborative Team Framework & Collaborative Team Planning once a week
- Multi-Tiered Support Systems (MTSS) and Student Support Teams (SST) meet regularly to review data and create individualized learning and support plans based on needs of students
- Ongoing data analysis by campus administrators, team leaders, and MTSS team members
- Data analysis meetings with grade level teachers after each district/state assessment to develop new instructional plans to help meet the needs of all students
- Instructional coaching model to support classroom teachers in their professional growth
- Social-emotional learning (SEL) focus to include community circle with specific guiding questions to meet the needs of each unique classroom/students
- Extended Planning Time for classroom teachers (once per semester)
- Staff surveys are an effective means of gauging climate, professional development needs, etc.
- School safety and security procedures are clear and consistent

School Processes & Programs Strengths

Stinson is recognized for having a positive school culture. The community is at the heart of providing support in an effort to ensure all stakeholders are valued and students and families have successful elementary school years' experiences.

Stinson has a strong PTA presence and intentionally plans events that will connect and support all community members.

This year, Stinson has implemented weekly PLC (Collaborative Team Planning Meetings) where administrators attend every meeting to provide structure and support. Grade level teams are given the autonomy to select which PLC question(s) will be their focus. Pre-arranged dates have been scheduled throughout the year to meet with the district assessment department to review unit assessments, MAP and running records data. In addition, the Stinson leadership team, along with grade level teachers and professional staff have developed a master calendar of meeting dates, which includes a schedule to review data to inform instruction. These meetings are scheduled a minimum of 8 times a year.

Staff morale is an important aspect of the culture at Stinson. There are improved efforts to support our staff, including intentional time for team planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is no consistent planning day during the week devoted to data driven discussions and protocol. **Root Cause:** A campus framework and protocol have not been implemented.

Problem Statement 2 (Prioritized): Lack of familiarity with the new Student Support Teams framework throughout staff. **Root Cause:** Training for staff after changes take place throughout the year regarding SST has not taken place.

Problem Statement 3: Tier 2 and Tier 3 documentation of goals do not follow the SMART format or documented consistently. **Root Cause:** Lack of training to support SMART

goals writing and data tracking.

Problem Statement 4: Student management issues impact instructional time and student learning. **Root Cause:** Lack of systems for behavior management.

Perceptions

Perceptions Summary

Stinson Elementary is a neighborhood school that prides itself on a strong connection between the school and community to create a family environment. Stinson is a place where learners and their families feel loved and valued. The staff at Stinson implemented Star Cards to help highlight positive character traits that students exemplify throughout their day.

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. Stinson families have many opportunities in which they can support the students, teachers, and community such as Watch DOGS, Book Fair, Fall, and Spring Picnics, 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 Stinson.

Perceptions Strengths

Perceptions Strengths

At Stinson Elementary, we believe the following are strengths of our safe and collaborative culture:

- Collaborative Team Planning: weekly, norms, agenda, data-driven, student-centered
- MTSS/SST Team: ongoing meetings, student-centered, solution-oriented, progress monitoring, the timeline for updates on progress.
- Communication methods between home and school and PTA
- Data Team: meets regularly to review campus-wide data and shares with staff to offer feedback on progress
- Safety and security procedures are well-known and consistent
- Staff and parents enjoy school-wide events

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 50% of the parents who completed the school survey indicated they felt the school was not safe. **Root Cause:** During COVID, approximately 60% of the student population kept their children home.

Problem Statement 2: Less than 50% of the parents who completed the school survey indicated they felt the teams on campus communicate **Root Cause:** A consistent communication tool from teacher and administration was not implemented on a regular basis.

Problem Statement 3: 81% of the 26 Teacher Managed Incidents documented in Review 360 occurred in the classroom. **Root Cause:** Student behaviors in the classroom have increased following the time students have not been in school due to COVID school closure and alternative Virtual Learning Academy.

Priority Problem Statements

Problem Statement 1: Domain III: Closing the Gaps received at scale score of 79%

Root Cause 1: Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: There is no consistent planning day during the week devoted to data driven discussions and protocol.

Root Cause 3: A campus framework and protocol have not been implemented.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff and community have cited a need for more targeted social-emotional practices and support at Stinson.

Root Cause 4: 53% of the students ended the 2020-2021 school year as a School at Home student missing out on the SEL instruction that took place in the classroom and school during the school year.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Lack of familiarity with the new Student Support Teams framework throughout staff.

Root Cause 5: Training for staff after changes take place throughout the year regarding SST has not taken place.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 2: Of the students who made Limited Growth on STAAR, 65% of them made limited growth in the area of Math.

Root Cause 2: Students participating in virtual learning may have missed foundational math skills, resulting in learning gaps.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices



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 Stinson 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 80% in 2022 to 81% by June 2023. The English Learner student group performance will increase from 74% in 2022 to 76% in 2023. The Economically Disadvantaged student group performance will increase from 65% in 2022 to 67% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
	 20%		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p>Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade-level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP/STAAR, and IRI's.</p> <p>Staff Responsible for Monitoring: Administration, Data Team, Leadership Team, Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
	 20%		

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Follow-up coaching, including modeling/observations/feedback, will occur in grades K-2 to ensure fidelity in the implementation of guided reading and other balance literacy components learned from the Reading Academy. In grades 3-5, coaching will occur to offer feedback to teachers on best practices, as outlined in the campus instructional model and small group instruction in reading.</p> <p>Strategy's Expected Result/Impact: Students will show growth in IRI, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in reading with Emergent Bilinguals (ELLs/EBs) and Economically Disadvantaged student groups.</p> <p>Strategy's Expected Result/Impact: Increased growth as measured by IRI, MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Team Leaders, Classroom Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Performance Objective 1 Problem Statements:




Student Learning
<p>Problem Statement 1: Domain III: Closing the Gaps received at scale score of 79% Root Cause: Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test.</p>
School Processes & Programs
<p>Problem Statement 1: There is no consistent planning day during the week devoted to data driven discussions and protocol. Root Cause: A campus framework and protocol have not been implemented.</p>

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 Stinson students that score Meets grade level or above on STAAR Reading 3-5 will increase from 77% in 2022 to 78% by June 2023. The Special Education student group performance will increase from 47% in 2022 to 50% in 2023. The Economically Disadvantaged student group performance will increase from 55% in 2022 to 57% in 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p>Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade-level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP/STAAR, and IRI's.</p> <p>Staff Responsible for Monitoring: Administration, Data Team, Leadership Team, Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Follow-up coaching, including modeling/observations/feedback, will occur in grades K-2 to ensure fidelity in the implementation of guided reading and other balance literacy components learned from the Reading Academy. In grades 3-5, coaching will occur to offer feedback to teachers on best practices and small group instruction in reading.</p> <p>Strategy's Expected Result/Impact: Students will show growth in IRI, MAP and STAAR</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in Reading with Emergent Bilinguals (ELLs/EBs) and Economically Disadvantaged student groups.</p> <p>Strategy's Expected Result/Impact: Increased growth as measured by IRI, MAP and STAAR</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Leadership Team, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize PISD ESSR funds for substitutes in order to engage grade level teachers in extended planning opportunities during the school day 1-2 times per year per classroom teacher. Teachers will be engaged in collaborative curriculum planning, analyzing student data, and building targeted interventions for small differentiated groups.</p> <p>Strategy's Expected Result/Impact: Students will show expected improvement over time based on MAP, due to increased differentiated station and group work in all classrooms.</p> <p>Staff Responsible for Monitoring: Classroom teachers, administrators</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Sub Codes - 282 ESSER III</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize substitutes and adult-temps to provide additional accelerated instruction for target students in grades 4 and 5. The additional teacher will work with 12 grade level groups that range from 1-5 students and will meet twice a week for 30-minute sessions. Groups will start on August 24, 2022 and will end on December 15, 2022, giving students a total of 15 hours of accelerated instruction.</p>	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Students who were below grade level as made evident on STAAR Reading 2022 will score the in Approaches range or higher as anticipated by the MOY Reading MAP score.

Staff Responsible for Monitoring: Students who were below grade level as made evident on STAAR Math 2022 will score the in Approaches range or higher as anticipated by the MOY Math MAP score.

Problem Statements: Student Learning 1, 3

Funding Sources: Adult Temp Sub - 282 ESSER III



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Domain III: Closing the Gaps received at scale score of 79% **Root Cause:** Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test.

Problem Statement 3: Of the students who made Limited Growth on STAAR, 65% of them made limited growth in the area of Math. **Root Cause:** Students participating in virtual learning may have missed foundational math skills, resulting in learning gaps.

School Processes & Programs



Problem Statement 1: There is no consistent planning day during the week devoted to data driven discussions and protocol. **Root Cause:** A campus framework and protocol have not been implemented.







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 Stinson 3rd grade students that score meets grade level or above on STAAR Math will increase from 76% in 2022 to 77% by June 2023. The Special Education student group performance will increase from 59% in 2022 to 62% in 2023. The Economically Disadvantaged student group performance will increase from 65% in 2022 to 67% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level planning, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p>Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade level student work, and track Math growth to determine progress and adjust instruction as measured by data team walkthroughs Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP/STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Data Team, Leadership Team, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in math with Special Education and Economically Disadvantaged student groups.</p> <p>Strategy's Expected Result/Impact: Increased growth as measured by MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Team Leaders, Classroom Teachers</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus staff will utilize, TEKS, PISD Tier 1 Curriculum, and Lead4ward field guides as resources to plan Number Talks, flexible small-group instruction, and spiraled reviews to meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Increased Math fluency and growth towards individual student goals using Lead4ward field guides</p> <p>Staff Responsible for Monitoring: Administration, Classroom teachers, Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



Performance Objective 1 Problem Statements:









Student Learning
<p>Problem Statement 1: Domain III: Closing the Gaps received at scale score of 79% Root Cause: Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test.</p>
<p>Problem Statement 3: Of the students who made Limited Growth on STAAR, 65% of them made limited growth in the area of Math. Root Cause: Students participating in virtual learning may have missed foundational math skills, resulting in learning gaps.</p>
School Processes & Programs
<p>Problem Statement 1: There is no consistent planning day during the week devoted to data driven discussions and protocol. Root Cause: A campus framework and protocol have not been implemented.</p>

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 Stinson students that score Meets grade level or above on STAAR Math 3-5 will increase from 64% in 2022 to 65% by June 2023. The Special Education student group performance will increase from 40% in 2022 to 43% in 2023. The Economically Disadvantaged student group performance will increase from 44% in 2022 to 46% in 2023.

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level planning, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p>Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade-level student work, and track math growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP/STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Data Team, Leadership Team, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Follow-up coaching, including modeling/observations/feedback will occur in grades K-5 to ensure fidelity in the implementation of best practices, including small group instruction in math.</p> <p>Strategy's Expected Result/Impact: Teachers in grades 2, 3, and 4 will implement a new math enrichment program as measured by campus walkthroughs.</p> <p>Students will show growth as measured by MAP and STAAR</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in math with Special Education and Economically Disadvantaged student groups.</p> <p>Strategy's Expected Result/Impact: Increased growth as measured by MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Team Leaders, Classroom Teachers</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize substitutes and adult-temps to provide additional accelerated instruction for target students in grades 4 and 5. The additional teacher will work with 12 grade level groups that range from 1-5 students and will meet twice a week for 30-minute sessions. Groups will start on August 24, 2022 and will end on December 15, 2022, giving students a total of 15 hours of accelerated instruction.</p> <p>Strategy's Expected Result/Impact: Students who were below grade level as made evident on STAAR Math 2022 will score the in Approaches range or higher as anticipated by the MOY Math MAP score.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Classroom Teachers</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Campus staff will utilize, TEKS, PISD Tier 1 Curriculum, and Lead4ward field guides as resources to plan Number Talks, flexible small-group instruction, and spiraled reviews to meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Increased Math fluency and growth towards individual student goals using Lead4ward field guides</p> <p>Staff Responsible for Monitoring: Administration, Classroom teachers, Instructional Specialist</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Domain III: Closing the Gaps received at scale score of 79% **Root Cause:** Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test.

Problem Statement 3: Of the students who made Limited Growth on STAAR, 65% of them made limited growth in the area of Math. **Root Cause:** Students participating in virtual learning may have missed foundational math skills, resulting in learning gaps.



School Processes & Programs






Problem Statement 1: There is no consistent planning day during the week devoted to data driven discussions and protocol. **Root Cause:** A campus framework and protocol have not been implemented.

Goal 3: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

Performance Objective 1: The percent of Stinson students that score Meets grade level or above on STAAR Science 5 will increase from 67% in 2022 to 68% by June 2023. The Special Education student group performance will increase from 47% in 2022 to 50% in 2023. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 49% in 2023.

Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level planning, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments</p> <p>Staff Responsible for Monitoring: Administration, Instructional Specialist, Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p>Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade-level student work, and track science growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP, STAAR, and unit assessments in Edugence.</p> <p>Staff Responsible for Monitoring: Administration, Data Team, Leadership Team, Classroom Teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in science with Special Education and Economically Disadvantaged student groups.</p> <p>Strategy's Expected Result/Impact: Increased growth as measured by MAP, and STAAR.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Team Leaders, Classroom Teachers</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Domain III: Closing the Gaps received at scale score of 79% Root Cause: Only 69% of the students in 4th grade scored Approaches or higher on the STAAR Math test.</p>
<p>Problem Statement 3: Of the students who made Limited Growth on STAAR, 65% of them made limited growth in the area of Math. Root Cause: Students participating in virtual learning may have missed foundational math skills, resulting in learning gaps.</p>
School Processes & Programs
<p>Problem Statement 1: There is no consistent planning day during the week devoted to data driven discussions and protocol. Root Cause: A campus framework and protocol have not been implemented.</p>

Goal 4: Goal 4: Life Readiness; Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Performance Objective 1: A Multi-Tiered Systems of Support (MTSS) team will be established, trained, and begin implementation in creating a school-wide system to help support students in both their social-emotional and academic needs.

Evaluation Data Sources: Observations, MAP, IRIs, district unit assessments, grade level content area common formative assessments, Review 360, and attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The MTSS team will be identified, trained in the district processes/procedures, and delineate a system for Stinson that ensures all students' social-emotional and academic needs are met.</p> <p>Strategy's Expected Result/Impact: Increased staff knowledge of the MTSS process and creating/progress monitoring/follow-up of student support plans to ensure progress is being made as measured by informal feedback and administrative observation.</p> <p>Staff Responsible for Monitoring: Administration and MTSS team</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Support Team(s) will be identified on a case-by-case basis to ensure the correct staff members are included when working to create individual student intervention plans in Edugence that will be progress monitored and revised with updates on a consistent schedule.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in social-emotional or academic areas of need as measured by district and state assessments.</p> <p>Staff Responsible for Monitoring: Student Support Team, Classroom Teacher</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Social-Emotional and Restorative Practices will be implemented and practiced with fidelity across the campus.</p> <p>Strategy's Expected Result/Impact: Increased instructional time as a result of fewer interruptions due to student management issues.</p> <p>Staff Responsible for Monitoring: Campus leadership team, Administration</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Staff and community have cited a need for more targeted social-emotional practices and support at Stinson. **Root Cause:** 53% of the students ended the 2020-2021 school year as a School at Home student missing out on the SEL instruction that took place in the classroom and school during the school year.

School Processes & Programs

Problem Statement 2: Lack of familiarity with the new Student Support Teams framework throughout staff. **Root Cause:** Training for staff after changes take place throughout the year regarding SST has not taken place.

2021-2022 School Based Improvement Committee

Committee Role	Name	Position
Administrator	Tyronne Karl	Principal
Campus Professional, non-teaching	Elyse Daly	Assistant Principal
Classroom Teacher	Erika Florez	Classroom Teacher
Classroom Teacher	Cathy Gibson	Classroom Teacher
Classroom Teacher	Kara Torres	Classroom Teacher
Classroom Teacher	Cheryl Stuart	Classroom Teacher
Classroom Teacher	Joann Yen	Classroom Teacher
Classroom Teacher	Alia Brinkman	Classroom Teacher
Classroom Teacher	Becky Schucany	Classroom Teacher
District-level Professional	Shannon Axtman	District-level Professional
Support Staff Member	Julie Thrift	Support Staff Member
Parent	Ignacio Perez de la Cruz	Parent
Parent	Cathy Caldwell	Parent
Parent	Julie Jennings	Parent
Parent	Monica Shortino	Parent
Parent	Lauren Rowe	Parent
Parent-Selected by Principal	Esra El-Haraty	PTA President
Community Representative	Marilyn Brooks	Community Representative
Community Representative	Kitty Thrift	Community Representative
Business Representative	Lauren Hogan	Business Representative
Business Representative	Brett Smith	Business Representative
Support Staff Member	Shelly Beddard	Support Staff Member

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,970.00
+/- Difference					\$1,970.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$654.00
+/- Difference					\$654.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Sub Codes		\$0.00
1	2	6	Adult Temp Sub		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,585.00
+/- Difference					\$2,585.00
Grand Total Budgeted					\$5,209.00
Grand Total Spent					\$0.00
+/- Difference					\$5,209.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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	9	8	30	0	46	0	17	17	0	27	84	10	94
2022	67	62	73		89		53	65		74	81	70	80
2023	69	64	74		90		56	67		76	82	71	81
2024	71	66	74		90		59	69		78	82	73	81
2025	73	68	75		91		63	71		81	83	75	82
2026	77	72	77		93		69	75		85	85	78	84
2027	81	76	78		94		76	79		90	86	81	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	13	36	0	34	0	13	24	1	20	68	33	101
2022	18	92	69		71		23	38	100	75	76	52	68
2023	20	94	70		72		26	40	100	77	77	53	69
2024	22	96	70		72		29	42	100	79	77	55	69
2025	24	98	71		73		33	44	100	82	78	57	70
2026	28	100	73		75		39	48	100	86	80	60	72
2027	32	100	74		76		46	52	100	91	81	63	73

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	16	9	22	0	32	0	15	15	2	26	67	16	83
2022	75	56	77		100		60	73	100	85	88	69	84
2023	77	58	78		100		63	75	100	87	89	70	85
2024	79	60	78		100		66	77	100	89	89	72	85
2025	81	62	79		100		70	79	100	92	90	74	86
2026	85	66	81		100		76	83	100	96	92	77	88
2027	89	70	82		100		83	87	100	100	93	80	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	36	30	88	0	112	0	45	56	3	73	219	59	278
2022	56	73	73		87		47	55	100	78	82	59	77
2023	58	75	74		88		50	57	100	80	83	60	78
2024	60	77	74		88		53	59	100	82	83	62	78
2025	62	79	75		89		57	61	100	85	84	64	79
2026	66	83	77		91		63	65	100	89	86	67	81
2027	70	87	78		92		70	69	100	94	87	70	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	8	30	0	46	0	17	17	0	27	84	10	94
2022	78	50	70		83		59	65		74	76	70	76
2023	81	52	71		84		62	67		76	77	72	77
2024	84	55	73		86		65	70		78	79	74	79
2025	87	59	75		88		69	74		81	81	77	81
2026	93	63	77		90		74	78		85	83	81	83
2027	99	69	80		93		81	84		90	86	86	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	13	36	0	33	0	13	23	1	20	68	32	100
2022	9	62	44		52		23	22	100	55	53	34	47
2023	12	64	45		53		26	24	100	57	54	36	48
2024	15	67	47		55		29	27	100	59	56	38	50
2025	18	71	49		57		33	31	100	62	58	41	52
2026	24	75	51		59		38	35	100	66	60	45	54
2027	30	81	54		62		45	41	100	71	63	50	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	16	9	22	0	32	0	15	15	2	26	67	16	83
2022	44	56	73		88		33	53	100	81	73	62	71
2023	47	58	74		89		36	55	100	83	74	64	72
2024	50	61	76		91		39	58	100	85	76	66	74
2025	53	65	78		93		43	62	100	88	78	69	76
2026	59	69	80		95		48	66	100	92	80	73	78
2027	65	75	83		98		55	72	100	97	83	78	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	36	30	88	0	111	0	45	55	3	73	219	58	277
2022	42	57	60		75		40	44	100	71	68	48	64
2023	45	59	61		76		43	46	100	73	69	50	65
2024	48	62	63		78		46	49	100	75	71	52	67
2025	51	66	65		80		50	53	100	78	73	55	69
2026	57	70	67		82		55	57	100	82	75	59	71
2027	63	76	70		85		62	63	100	87	78	64	74

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	16	9	22	0	32	0	15	15	2	26	67	16	83
2022	38	56	82		75		47	47	100	69	70	56	67
2023	41	58	83		76		50	49	100	71	71	58	68
2024	44	61	85		78		53	52	100	73	73	60	70
2025	47	65	87		80		57	56	100	76	75	63	72
2026	53	70	89		82		62	61	100	80	77	67	74
2027	59	76	92		85		69	67	100	85	80	71	77

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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