

Plano Independent School District

Barron Elementary

2022-2023



Board Approval Date: September 20, 2022

Mission Statement

Barron is building a strong community that supports independent learners and leaders.

Vision

Inspiring a community of passionate and innovative learners.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
- Priority Problem Statements 5
- Comprehensive Needs Assessment Data Documentation 6
- Goals 8
 - 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. 9
 - 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. 12
 - 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. 16
 - Goal 4: Improve School-wide Safety and Security Communication 18
- SBIC 19
- Campus Funding Summary 20
- Addendums 22

Comprehensive Needs Assessment

Demographics

Demographics Summary

There has been a decrease in overall student enrollment, roughly 23%, from 2016/17 to the current school year of 2022/23. However, the Economically Disadvantaged rate and the ELL rate has not decrease at the same rate as overall enrollment. In constrast, the ELL rate has increased 12.5% from 2016/2017 to the current year of 2022/2023.

Demographics Strengths

The enrollment stayed consistent from 2021/22 to 2022/23, even during a pandemic year.

Student Learning

Student Learning Summary

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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fifth Grade Math STAAR had 38% of students with limited progress and 105% of projected growth met on Fall to Spring MAP (Q1: 89; Q3: 102; Q4: 91).

Problem Statement 2 (Prioritized): Fourth Grade Reading STAAR had 28% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Q2: 56; Q4: 95; Q5: 97).

Problem Statement 3 (Prioritized): Kindergarten Reading had 85% of projected growth met on Fall to Spring MAP.

Problem Statement 4: 1st Grade Reading had 90% of projected growth met on Fall to Spring MAP.

Problem Statement 5: 2nd Grade Math had 93% of projected growth met on Fall to Spring MAP.

Problem Statement 6: 3rd Grade Math had 103% of projected growth met on Fall to Spring MAP.

Problem Statement 7 (Prioritized): 30% of 3rd grade students performed at Meets and above on the 2022 STAAR Reading assessment.

Problem Statement 8: 38% of 5th grade students performed at Meets and above on the 2022 STAAR Reading assessment.

Problem Statement 9: 30% of 3rd grade students performed at Meets and above on the 2022 STAAR Math assessment.

Problem Statement 10: 38% of 4th grade students performed at Meets and above on the 2022 STAAR Math assessment.

Problem Statement 11: 27% of 5th grade students performed at Meets and above on the 2022 STAAR Math assessment.

Problem Statement 12: 15% of 5th grade students performed at Meets and above on the 2022 STAAR Science assessment.

Priority Problem Statements

Problem Statement 1: Fifth Grade Math STAAR had 38% of students with limited progress and 105% of projected growth met on Fall to Spring MAP (Q1: 89; Q3: 102; Q4: 91).

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Fourth Grade Reading STAAR had 28% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Q2: 56; Q4: 95; Q5: 97).

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Kindergarten Reading had 85% of projected growth met on Fall to Spring MAP.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 30% of 3rd grade students performed at Meets and above on the 2022 STAAR Reading assessment.

Root Cause 4:

Problem Statement 4 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure 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
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation







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 Barron 3rd grade students that score meets grade level or above on STAAR Reading will increase from 30% in 2022 to 31% by June 2023. The Economically Disadvantaged student group performance will increase from 22% in 2022 to 24% in 2023. The English Learner student group performance will increase from 24% in 2022 to 26% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons utilizing balanced literacy and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of Balanced Literacy with evidence of all the components as evidenced by the reading walk forms/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Flocabulary - 211 Title I, Part A - \$3,000, All in Learning - 211 Title I, Part A - \$4,700</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide information and support to parents so that they can encourage literacy at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of reading</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborative teams will engage in professional development to improve teacher instructional practices.</p> <p>Strategy's Expected Result/Impact: increase in effective tier I instruction as measured by walkthrough data</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 211 Title I, Part A - \$14,000, All in Learning - 211 Title I, Part A - \$2,500</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 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 Barron students that score Meets grade level or above on STAAR ELA 3-5 will increase from 35% in 2022 to 36% by June 2023. The Economically Disadvantaged student group performance will increase from 30% in 2022 to 32% in 2023. The Special Education student group performance will increase from 21% in 2022 to 24% in 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons utilizing balanced literacy and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of Balanced Literacy with evidence of all the components as evidenced by the reading walk forms/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Flocabulary - 211 Title I, Part A - \$3,000, All in Learning - 211 Title I, Part A - \$4,700</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide information and support to parents so that they can encourage literacy at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of reading</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborative teams will engage in professional development to improve teacher instructional practices.</p> <p>Strategy's Expected Result/Impact: increase in effective tier I instruction as measured by walkthrough data</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 211 Title I, Part A - \$14,000, All in Learning - 211 Title I, Part A - \$2,500</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: HB3 - The percent of Barron 3rd grade students that score meets grade level or above on STAAR Math will increase from 26% in 2022 to 27% by June 2023. The English Learner student group performance will increase from 21% in 2022 to 23% in 2023. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 22% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective math lessons, analyze data from formative and summative assessments to plan instruction and intervention Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of math instruction with evidence of all the components as evidenced by the reading walk forms/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Flocabulary - 211 Title I, Part A - \$3,000, All in Learning - 211 Title I, Part A - \$4,700</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide information and support to parents so that they can encourage math literacy at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of math</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborative teams will engage in professional development to improve teacher instructional practices.</p> <p>Strategy's Expected Result/Impact: increase in effective tier I math instruction as measured by walkthrough data</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 211 Title I, Part A - \$14,000, All in Learning - 211 Title I, Part A - \$2,500</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 2: The percent of Barron students that score Meets grade level or above on STAAR Math 3-5 will increase from 29% in 2022 to 30% by June 2023. The English Learner student group performance will increase from 29% in 2022 to 31% in 2023. The Economically Disadvantaged student group performance will increase from 24% in 2022 to 26% in 2023.

Evaluation Data Sources: 2023 Math STAAR




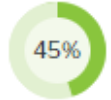

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective math lessons, analyze data from formative and summative assessments to plan instruction and intervention Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of math instruction with evidence of all the components as evidenced by the math learning walk forms/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Flocabulary - 211 Title I, Part A - \$3,000, All in Learning - 211 Title I, Part A - \$4,700</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide information and support to parents so that they can encourage math literacy at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of math</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborative teams will engage in professional development to improve teacher's math instructional practices.</p> <p>Strategy's Expected Result/Impact: Increase in effective tier I instruction as measured by walkthrough data</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: - 211 Title I, Part A - \$14,000, All in Learning - 211 Title I, Part A - \$2,500</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 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 Barron students that score Meets grade level or above on STAAR Science 5 will increase from 12% in 2022 to 13% by June 2023. The Economically Disadvantaged student group performance will increase from 9% in 2022 to 11% by June 2023. The English Learner student group performance will increase from 13% in 2022 to 15% in 2023.

Evaluation Data Sources: 2022-23 Science STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional Learning Book Study to improve collaboration and culture of teachers and staff which will impact student achievement. (Increase in staff culture and collaboration and student achievement)</p> <p>Strategy's Expected Result/Impact: Improvement in staff culture and collaboration leading to greater student achievement</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Books - 211 Title I, Part A - \$1,034.25</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective science lessons utilizing and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of teaching effective science lessons with the components as evidenced by the science walk forms/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Flocabulary - 211 Title I, Part A - \$3,000, All in Learning - 211 Title I, Part A - \$4,700</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide information and support to parents so that they can encourage science exploration at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of science.</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</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 4: Improve School-wide Safety and Security Communication

Performance Objective 1: It is imperative for school campuses to increase safety and security measures to protect everyone.

High Priority

HB3 Goal








Evaluation Data Sources: Review 360 Discipline data

Daily check-ins

Safety drills

Debriefing meetings

District Trainings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Purchase more two-way radios for our school campus.</p> <p>Strategy's Expected Result/Impact: Improve communication abilities of staff members. (Safety and Security)</p> <p>Staff Responsible for Monitoring: Campus Staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Funding Sources: Title 1 - 211 Title I, Part A - \$3,412.60</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>			

SBIC

Committee Role	Name	Position
Administrator	Kalvin Burkley	Assistant Principal
Administrator	Karen Noble	Interim Principal
Community Representative	Mike Morrisson	Lead Pastor, Collin Creek Church
Classroom Teacher	Julia Harben	5th Grade Team Lead Teacher
Non-classroom Professional	Mirla Angel	Community Liaison
Non-classroom Professional	Maricela Romeo	Counselor
Non-classroom Professional	Zachary Mitchell	Academic Support Staff
Classroom Teacher	Stephanie Fordyce	2nd Grade Team Lead Teacher
Classroom Teacher	Valerie Foster-Adam	Art Teacher
Non-classroom Professional	Suzanne Yanes	SPED Teacher
Parent	Cynthia Gaucin	Parent/PTA
Classroom Teacher	Azalia Mueller	2nd Grade Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,166.00
+/- Difference					\$5,166.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,272.00
+/- Difference					\$1,272.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	All in Learning		\$4,700.00
1	1	1	Flocabulary		\$3,000.00
1	1	3			\$14,000.00
1	1	3	All in Learning		\$2,500.00
1	2	1	All in Learning		\$4,700.00
1	2	1	Flocabulary		\$3,000.00
1	2	3			\$14,000.00
1	2	3	All in Learning		\$2,500.00
2	1	1	All in Learning		\$4,700.00
2	1	1	Flocabulary		\$3,000.00
2	1	3			\$14,000.00
2	1	3	All in Learning		\$2,500.00
2	2	1	All in Learning		\$4,700.00
2	2	1	Flocabulary		\$3,000.00
2	2	3			\$14,000.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	All in Learning		\$2,500.00
3	1	1	Books		\$1,034.25
3	1	2	All in Learning		\$4,700.00
3	1	2	Flocabulary		\$3,000.00
4	1	1	Title 1		\$3,412.60
Sub-Total					\$108,946.85
Budgeted Fund Source Amount					\$254,800.00
+/- Difference					\$145,853.15
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,290.00
+/- Difference					\$4,290.00
Grand Total Budgeted					\$265,528.00
Grand Total Spent					\$108,946.85
+/- Difference					\$156,581.15

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	35	1	0	1	0	9	40	5	29	39	7	46
2022	44	29	0		0		33	22	20	24	28	43	30
2023	46	31	1		1		36	24	21	26	29	44	31
2024	48	33	1		1		39	26	21	28	29	46	31
2025	50	35	2		2		43	28	22	31	30	48	32
2026	54	39	4		4		49	32	24	35	32	51	34
2027	58	43	5		5		56	36	25	40	33	54	35

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	6	37	3	0	1	0	14	31	6	31	32	15	47
2022	50	41	33		0		29	35	33	39	41	40	40
2023	52	43	34		1		32	37	34	41	42	41	41
2024	54	45	34		1		35	39	34	43	42	43	41
2025	56	47	35		2		39	41	35	46	43	45	42
2026	60	51	37		4		45	45	37	50	45	48	44
2027	64	55	38		5		52	49	38	55	46	51	45

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	7	48	1	0	0	0	16	44	5	38	45	11	56
2022	0	40	0				6	32	20	32	36	27	34
2023	2	42	1				9	34	21	34	37	28	35
2024	4	44	1				12	36	21	36	37	30	35
2025	6	46	2				16	38	22	39	38	32	36
2026	10	50	4				22	42	24	43	40	35	38
2027	14	54	5				29	46	25	48	41	38	39

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	22	120	5	0	2	0	39	115	16	98	116	33	149
2022	32	37	20		0		21	30	25	32	34	36	35
2023	34	39	21		1		24	32	26	34	35	37	36
2024	36	41	21		1		27	34	26	36	35	39	36
2025	38	43	22		2		31	36	27	39	36	41	37
2026	42	47	24		4		37	40	29	43	38	44	39
2027	46	51	25		5		44	44	30	48	39	47	40

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	35	1	0	1	0	9	40	5	29	39	7	46
2022	44	23	0		0		33	20	20	21	26	29	26
2023	47	25	1		1		36	22	21	23	27	31	27
2024	50	28	3		3		39	25	23	25	29	33	29
2025	53	32	5		5		43	29	25	28	31	36	31
2026	59	36	7		7		48	33	27	32	33	40	33
2027	65	42	10		10		55	39	30	37	36	45	36

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	6	37	3	0	1	0	14	31	6	31	32	15	47
2022	67	32	33		0		36	35	50	35	41	27	36
2023	70	34	34		1		39	37	51	37	42	29	37
2024	73	37	36		3		42	40	53	39	44	31	39
2025	76	41	38		5		46	44	55	42	46	34	41
2026	82	45	40		7		51	48	57	46	48	38	43
2027	88	51	43		10		58	54	60	51	51	43	46

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	7	48	1	0	0	0	16	44	5	38	45	11	56
2022	0	27	100				6	20	60	29	29	9	25
2023	3	29	100				9	22	61	31	30	11	26
2024	6	32	100				12	25	63	33	32	13	28
2025	9	36	100				16	29	65	36	34	16	30
2026	15	40	100				21	33	67	40	36	20	32
2027	21	46	100				28	39	70	45	39	25	35

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	22	120	5	0	2	0	39	115	16	98	116	33	149
2022	36	28	40		0		23	24	44	29	31	21	29
2023	39	30	41		1		26	26	45	31	32	23	30
2024	42	33	43		3		29	29	47	33	34	25	32
2025	45	37	45		5		33	33	49	36	36	28	34
2026	51	41	47		7		38	37	51	40	38	32	36
2027	57	47	50		10		45	43	54	45	41	37	39

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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	7	48	1	0	0	0	16	44	5	38	45	11	56
2022	0	15	0				6	9	20	13	16	0	12
2023	3	17	1				9	11	21	15	17	2	13
2024	6	20	3				12	14	23	17	19	4	15
2025	9	24	5				16	18	25	20	21	7	17
2026	15	29	7				21	23	28	24	23	11	19
2027	21	35	10				28	29	32	29	26	15	22

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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