

Plano Independent School District

Haggard Middle School

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Campus Mission:

At Haggard Middle School, we build relationships first in order to provide a safe, equitable learning environment that develops motivated, responsible, & respectful students into independent learners who can succeed in an evolving society.

Vision

Campus Vision:

Our vision is to inspire our students to become independent learners who soar into an evolving society through positive relationship building, high expectations, & an engaging learning environment.

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Comprehensive Needs Assessment

Revised/Approved: November 1, 2023

Demographics

Demographics Summary

Haggard Middle School serves a diverse student body, which includes students from diverse backgrounds and multiple languages. Our inclusive population serves special education, English Language Learners, economically disadvantaged families, and deaf education students from around Collin County.

Demographics Strengths

Haggard Middle School serves a diverse student body and community. Our staff reflects our student diversity, and all student demographic groups are represented at Haggard.

Our student-to-staff ratios are aligned with our district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in all grade levels and subjects. There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments. **Root Cause:** Teaching protocols and instructional strategies need to be revisited and revamped to meet the demands of all student populations.

Problem Statement 2: There is a gap in academic growth between English Language Learners and non-English Language Learners on STAAR. **Root Cause:** There is a need to address instructional strategies and interventions to support all students, specifically our economically disadvantaged students. ESL curriculum implementation should focus on rigor and depth of content and strategies to bridge closer to STAAR-related materials; teachers need additional training and understanding of ESL strategies.

Problem Statement 3: There is a gap in academic growth between Special Education learners and students in the general education population. **Root Cause:** There is a need to address instructional strategies and interventions to support SPED students. There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.

Problem Statement 4: There is a lack of projected growth in 8th-grade ELAR. **Root Cause:** There is a need to address instructional strategies, questioning, and interventions to support all student groups. Teachers need effective data analysis support, content standards unpacking, and questioning strategies to ensure that all quintiles are growing and learning is being taught in a way that promotes higher-level thinking.

Student Learning

Student Learning Summary

Students are performing at an average rate, but data shows that our students should be performing at a higher rate.

Student Learning Strengths

Most Haggard students arrive performing in Quintiles 1 & 2 based on MAP data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a gap in reading growth between STAAR data and MAP data in 6th grade. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 2: There is a gap in the 8th-grade reading growth on Quintiles 1 & 2 of STAAR and MAP data. **Root Cause:** There is a need to address instructional strategies and enrichment opportunities to support students in Quintiles 1 & 2.

Problem Statement 3: There is a gap in the 6th-grade math growth on STAAR. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 4: There is a gap in 7th-grade math, on-level, STAAR. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 5: There is a gap in 7th-grade math honors and 8th-grade math STAAR and MAP. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 6: There is a gap in 6th-grade math achievement due to a decline in MAP and STAAR performance. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 7: There is a decline in 7th grade on-level math achievement on STAAR. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 8: There is a decline in 6th-grade reading achievement on STAAR. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 9: There is a gap in 8th-grade science achievement. **Root Cause:** There is a need to address instructional strategies and interventions to support all students.

Problem Statement 10: There is a gap in 8th-grade social studies achievement. **Root Cause:** There is a need to address instructional strategies and interventions to support all students. There is a need to build capacity in teachers to support the overall understanding of informational text.

Problem Statement 11: Students who receive Special Education services demonstrate less academic growth in all grade levels and subjects than students who are not served through Special Education. **Root Cause:** There is a need to address the instructional strategies and interventions to support students receiving special education services.

Problem Statement 12: Students who receive ESL services demonstrate less academic growth in all grade levels and subjects than students who are not served through ESL. **Root Cause:** There is a need to address the improvement of district curriculum, instructional strategies, inquiry-based learning, and interventions to facilitate and improve the learning of students who receive ESL services.

Problem Statement 13: There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in all grade levels and subjects. There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments. **Root Cause:** Teaching protocols and instructional strategies need to be revisited and revamped to meet the demands of all student populations.

Problem Statement 14: There is a gap in academic growth between English Language Learners and non-English Language Learners on STAAR. **Root Cause:** There is a need to address instructional strategies and interventions to support all students, specifically our economically disadvantaged students. ESL curriculum implementation should focus on rigor and depth of content and strategies to bridge closer to STAAR-related materials; teachers need additional training and understanding of ESL strategies.

Problem Statement 15: There is a gap in academic growth between Special Education learners and students in the general education population. **Root Cause:** There is a need to address instructional strategies and interventions to support SPED students. There is a need for effective data analysis by teachers to ensure that content standards are met by students through appropriate assessments.

School Processes & Programs

School Processes & Programs Summary

Our processes and programs include:

- Common PLC planning times for content areas
- PLC training for leadership; train the trainer opportunities
- Collaborative Team Framework support utilizing district coordinators and specialists
- Campus goal-focused training utilizing district coordinators and specialists
- PBIS strategies
- Teacher involvement within campus support committees such as the Health and Wellness Committee, the Sunshine Club, & the Leadership Team,
- Teacher leaders - encouragement for all teachers and staff to engage in leadership opportunities
- Clear expectations related to collaborative planning and lesson planning.
- Staff to administration Google form for staff to provide input to administration.
- Trade Hour Thursdays: opportunities for professional development are scheduled into the campus activity calendar. All teachers are encouraged to attend

School Processes & Programs Strengths

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- PBIS strategies
- Teacher involvement within campus support committees such as the Health and Wellness Committee, the Sunshine Club, & the Leadership Team,
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- Trade Hour Thursdays: opportunities for professional development are scheduled into the campus activity calendar. All teachers are encouraged to attend

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Because the PLC is new to the district, teachers are still in the process of understanding the PLC process. **Root Cause:** Teams are just now beginning to grasp the concept of PLCs. Teacher leaders have been trained; however, not all teachers have received extensive PLC training.

Perceptions

Perceptions Summary

- PTA partnerships & Spirit Nights
- Use of Social Media to showcase campus and student events
- Use of School Messenger to communicate with parents/community;
- Student fine arts performances are well attended by parents/staff.
- Participation/growth of PTA and parent involvement.
- Shared input and conversations regarding campus ideas (leadership, whole staff, & SBIC members)
- Team collaborative planning daily; Master schedule created to best meet the needs of all students;
- Transparency of all data (shared results with SBIC);

Perceptions Strengths

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- Shared input and conversations regarding campus ideas (leadership, whole staff, & SBIC members)
- Team collaborative planning daily; Master schedule created to best meet the needs of all students;
- Transparency of all data (shared results with SBIC);

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Haggard staff, students, and community members have different perceptions of the school. **Root Cause:** Previous reports of bullying have clouded some public perceptions. Parents who are active and involved have a different perception of what they see within the walls.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

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
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Revised/Approved: September 8, 2023

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: The percent of Haggard students that score Meets grade level or above on STAAR Reading 6-8 will increase from 64% in 2022 to 65% by June 2024. The English Learner student group performance will increase from 45% in 2022 to 49% in 2024. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 50% in 2024.

Evaluation Data Sources: 2023 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue work towards improving the PLC process and focus on targeted interventions with focused checkpoints throughout the year.

| Strategy 1 Details | Reviews | | |
|--|-----------|-----|-----------|
| Strategy 1: Increase teacher capacity to better understand instructional strategies in order to provide targeted intervention to improve students' ability to effectively identify, analyze, and utilize text evidence in informational texts to support their comprehension and critical thinking skills. Strategy's Expected Result/Impact: An increase in student performance in all target areas. Staff Responsible for Monitoring: Administration and ELAR teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Curricular teams will plan using the collaborative team framework and the PLC model to focus on essential standards and use data to make instructional decisions. Strategy's Expected Result/Impact: Increase MAP projection and growth Staff Responsible for Monitoring: Department Chairs | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| <div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div> | | | |





Continue/Modify

Discontinue

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

Performance Objective 1: The percent of Haggard students that score Meets grade level or above on STAAR Math 6-8 will increase from 53% in 2022 to 56% by June 2024. The Special Education student group performance will increase from 28% in 2022 to 34% in 2024. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 38% in 2024.





Evaluation Data Sources: 2023 STAAR Math

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement. Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Department Chair TEA Priorities: Build a foundation of reading and math | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Curricular teams will plan using the collaborative team framework to focus on essential standards and use data to make instructional decisions. Strategy's Expected Result/Impact: Increase MAP projection and growth Staff Responsible for Monitoring: Department Chairs | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

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

Performance Objective 1: The percent of Haggard students that score Meets grade level or above on STAAR Science 8 will increase from 51% in 2022 to 52% by June 2024. The English Learner student group performance will increase from 28% in 2022 to 33% in 2024. The Economically Disadvantaged student group performance will increase from 38% in 2022 to 42% in 2024.





Evaluation Data Sources: 2023 STAAR Science

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement. Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Department Chair TEA Priorities: Build a foundation of reading and math | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Curricular teams will plan using the collaborative team framework to focus on essential standards and use data to make instructional decisions. Strategy's Expected Result/Impact: Increase MAP projection and growth Staff Responsible for Monitoring: Department Chairs | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies and STAAR/EOC U.S. History from 2022 to 2023.

Performance Objective 1: The percent of Haggard students that score Meets grade level or above on STAAR Social Studies 8 will increase from 18% in 2022 to 21% by June 2024. The English Learner student group performance will increase from 4% in 2022 to 10% in 2024. The Economically Disadvantaged student group will increase from 18% in 2022 to 23% in 2024.

Evaluation Data Sources: 2023 STAAR Social Studies

| Strategy 1 Details | Reviews | | |
|---|-----------|-----|-----------|
| Strategy 1: Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement. Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Department Chair TEA Priorities: Build a foundation of reading and math | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| Strategy 2 Details | Reviews | | |
| Strategy 2: Curricular teams will plan using the collaborative team framework to focus on essential standards and use data to make instructional decisions. Strategy's Expected Result/Impact: Increase student mastery of essential standards as evidenced by passing 9 weeks grades. Staff Responsible for Monitoring: Department Chairs | Formative | | Summative |
| | Nov | Feb | June |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 6

| 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 | 51 | 135 | 1 | 27 | 0 | 35 | 45 | 12 | 29 | 185 | 53 | 238 |
| 2022 | 25 | 45 | 63 | 100 | 78 | | 29 | 29 | 67 | 41 | 62 | 47 | 58 |
| 2023 | 27 | 47 | 64 | 100 | 79 | | 32 | 31 | 68 | 43 | 63 | 48 | 59 |
| 2024 | 29 | 49 | 64 | 100 | 79 | | 35 | 33 | 68 | 45 | 63 | 50 | 59 |
| 2025 | 31 | 51 | 65 | 100 | 80 | | 39 | 35 | 69 | 48 | 64 | 52 | 60 |
| 2026 | 35 | 55 | 67 | 100 | 82 | | 45 | 39 | 71 | 52 | 66 | 55 | 62 |
| 2027 | 39 | 59 | 68 | 100 | 83 | | 52 | 43 | 72 | 57 | 67 | 58 | 63 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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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 7 | |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 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 | 24 | 42 | 130 | 1 | 18 | 0 | 36 | 62 | 15 | 15 | 182 | 43 | 225 |
| 2022 | 50 | 50 | 73 | 100 | 94 | | 33 | 48 | 87 | 53 | 68 | 63 | 67 |
| 2023 | 52 | 52 | 74 | 100 | 95 | | 36 | 50 | 88 | 55 | 69 | 64 | 68 |
| 2024 | 54 | 54 | 74 | 100 | 95 | | 39 | 52 | 88 | 57 | 69 | 66 | 68 |
| 2025 | 56 | 56 | 75 | 100 | 96 | | 43 | 54 | 89 | 60 | 70 | 68 | 69 |
| 2026 | 60 | 60 | 77 | 100 | 98 | | 49 | 58 | 91 | 64 | 72 | 71 | 71 |
| 2027 | 64 | 64 | 78 | 100 | 99 | | 56 | 62 | 92 | 69 | 73 | 74 | 72 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 8

| 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 | 17 | 63 | 155 | 1 | 26 | 0 | 30 | 66 | 12 | 25 | 227 | 51 | 278 |
| 2022 | 41 | 63 | 68 | 100 | 69 | | 27 | 56 | 67 | 44 | 67 | 61 | 65 |
| 2023 | 43 | 65 | 69 | 100 | 70 | | 30 | 58 | 68 | 46 | 68 | 62 | 66 |
| 2024 | 45 | 67 | 69 | 100 | 70 | | 33 | 60 | 68 | 48 | 68 | 64 | 66 |
| 2025 | 47 | 69 | 70 | 100 | 71 | | 37 | 62 | 69 | 51 | 69 | 66 | 67 |
| 2026 | 51 | 73 | 72 | 100 | 73 | | 43 | 66 | 71 | 55 | 71 | 69 | 69 |
| 2027 | 55 | 77 | 73 | 100 | 74 | | 50 | 70 | 72 | 60 | 72 | 72 | 70 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 | 57 | 156 | 420 | 3 | 71 | 0 | 101 | 173 | 39 | 69 | 594 | 147 | 741 |
| 2022 | 40 | 54 | 68 | 100 | 79 | | 30 | 46 | 74 | 45 | 65 | 56 | 64 |
| 2023 | 42 | 56 | 69 | 100 | 80 | | 33 | 48 | 75 | 47 | 66 | 57 | 65 |
| 2024 | 44 | 58 | 69 | 100 | 80 | | 36 | 50 | 75 | 49 | 66 | 59 | 65 |
| 2025 | 46 | 60 | 70 | 100 | 81 | | 40 | 52 | 76 | 52 | 67 | 61 | 66 |
| 2026 | 50 | 64 | 72 | 100 | 83 | | 46 | 56 | 78 | 56 | 69 | 64 | 68 |
| 2027 | 54 | 68 | 73 | 100 | 84 | | 53 | 60 | 79 | 61 | 70 | 67 | 69 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 6

| 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 | 15 | 51 | 134 | 1 | 27 | 0 | 34 | 44 | 12 | 29 | 184 | 52 | 236 |
| 2022 | 7 | 35 | 46 | 100 | 56 | | 21 | 11 | 33 | 38 | 45 | 33 | 42 |
| 2023 | 10 | 37 | 47 | 100 | 57 | | 24 | 13 | 34 | 40 | 46 | 35 | 43 |
| 2024 | 13 | 40 | 49 | 100 | 59 | | 27 | 16 | 36 | 42 | 48 | 37 | 45 |
| 2025 | 16 | 44 | 51 | 100 | 61 | | 31 | 20 | 38 | 45 | 50 | 40 | 47 |
| 2026 | 22 | 48 | 53 | 100 | 63 | | 36 | 24 | 40 | 49 | 52 | 44 | 49 |
| 2027 | 28 | 54 | 56 | 100 | 66 | | 43 | 30 | 43 | 54 | 55 | 49 | 52 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 7 | |
|-------------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 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 | 19 | 27 | 65 | 0 | 7 | 0 | 31 | 44 | 6 | 10 | 95 | 32 | 127 |
| 2022 | 32 | 22 | 25 | | 57 | | 23 | 16 | 33 | 20 | 27 | 28 | 28 |
| 2023 | 35 | 24 | 26 | | 58 | | 26 | 18 | 34 | 22 | 28 | 30 | 29 |
| 2024 | 38 | 27 | 28 | | 60 | | 29 | 21 | 36 | 24 | 30 | 32 | 31 |
| 2025 | 41 | 31 | 30 | | 62 | | 33 | 25 | 38 | 27 | 32 | 35 | 33 |
| 2026 | 47 | 35 | 32 | | 64 | | 38 | 29 | 40 | 31 | 34 | 39 | 35 |
| 2027 | 53 | 41 | 35 | | 67 | | 45 | 35 | 43 | 36 | 37 | 44 | 38 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 8

| 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 | 79 | 221 | 2 | 37 | 0 | 35 | 84 | 21 | 30 | 315 | 63 | 378 |
| 2022 | 50 | 53 | 71 | 100 | 81 | | 40 | 54 | 76 | 53 | 70 | 57 | 67 |
| 2023 | 53 | 55 | 72 | 100 | 82 | | 43 | 56 | 77 | 55 | 71 | 59 | 68 |
| 2024 | 56 | 58 | 74 | 100 | 84 | | 46 | 59 | 79 | 57 | 73 | 61 | 70 |
| 2025 | 59 | 62 | 76 | 100 | 86 | | 50 | 63 | 81 | 60 | 75 | 64 | 72 |
| 2026 | 65 | 66 | 78 | 100 | 88 | | 55 | 67 | 83 | 64 | 77 | 68 | 74 |
| 2027 | 71 | 72 | 81 | 100 | 91 | | 62 | 73 | 86 | 69 | 80 | 73 | 77 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 | 56 | 157 | 420 | 3 | 71 | 0 | 100 | 172 | 39 | 69 | 594 | 147 | 741 |
| 2022 | 32 | 42 | 56 | 100 | 69 | | 28 | 33 | 56 | 42 | 55 | 42 | 53 |
| 2023 | 35 | 44 | 57 | 100 | 70 | | 31 | 35 | 57 | 44 | 56 | 44 | 54 |
| 2024 | 38 | 47 | 59 | 100 | 72 | | 34 | 38 | 59 | 46 | 58 | 46 | 56 |
| 2025 | 41 | 51 | 61 | 100 | 74 | | 38 | 42 | 61 | 49 | 60 | 49 | 58 |
| 2026 | 47 | 55 | 63 | 100 | 76 | | 43 | 46 | 63 | 53 | 62 | 53 | 60 |
| 2027 | 53 | 61 | 66 | 100 | 79 | | 50 | 52 | 66 | 58 | 65 | 58 | 63 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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 8

Grade 8

| 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 | 17 | 63 | 155 | 1 | 26 | 0 | 30 | 66 | 12 | 25 | 227 | 51 | 278 |
| 2022 | 41 | 41 | 55 | 0 | 65 | | 27 | 38 | 58 | 28 | 54 | 37 | 51 |
| 2023 | 43 | 43 | 56 | 1 | 66 | | 30 | 40 | 59 | 30 | 55 | 38 | 52 |
| 2024 | 46 | 45 | 56 | 1 | 66 | | 33 | 42 | 59 | 33 | 55 | 40 | 52 |
| 2025 | 49 | 47 | 57 | 2 | 67 | | 37 | 45 | 60 | 36 | 56 | 42 | 53 |
| 2026 | 53 | 51 | 59 | 4 | 69 | | 42 | 49 | 62 | 40 | 58 | 45 | 55 |
| 2027 | 58 | 55 | 60 | 5 | 70 | | 49 | 53 | 63 | 45 | 59 | 49 | 56 |

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggard

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.

Social Studies 8

Grade 8

| 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 | 17 | 63 | 155 | 1 | 26 | 0 | 30 | 66 | 12 | 25 | 227 | 51 | 278 |
| 2022 | 18 | 14 | 19 | 0 | 23 | | 13 | 18 | 25 | 4 | 19 | 16 | 18 |
| 2023 | 20 | 16 | 20 | 2 | 24 | | 16 | 20 | 26 | 7 | 20 | 18 | 19 |
| 2024 | 23 | 19 | 22 | 4 | 26 | | 19 | 23 | 28 | 10 | 22 | 20 | 21 |
| 2025 | 27 | 23 | 24 | 6 | 28 | | 23 | 27 | 30 | 13 | 24 | 23 | 23 |
| 2026 | 32 | 28 | 26 | 9 | 30 | | 28 | 32 | 32 | 19 | 26 | 27 | 25 |
| 2027 | 38 | 34 | 29 | 13 | 33 | | 35 | 38 | 35 | 25 | 29 | 31 | 28 |

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 | Bullying Staff Prevention <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <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 Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <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. |

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| | <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. |

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|---|--|------|--|
| | <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 | | |

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|--|--|--|--|
| | <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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