

Plano Independent School District
Memorial Elementary
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Memorial Elementary will empower students to become successful, global, lifelong learners in a supportive, safe, and culturally responsive environment.

Vision

Memorial Elementary will model grit, growth mindset, caring, collaboration, excellence in learning, and hope.

Values

These are the Values of Memorial Elementary:

- Emotional Well (i.e. - Showing Kindness, Utilizing Coping Strategies, Empathy, Gratitude, etc.)
- Perseverance (i.e. - Being a Risk Taker, Growth Mindset, Setting and Revisiting Goals, Positive Attitude/Self-Talk, Asking for Help, etc.)
- Relationships (i.e. - Making Oneself Available, Open & Inclusive; Respecting Differences, Supporting Each Other, Words of Affirmation, Talking in a Calm/ Positive Manner, Greetings in the Hallway, Empathy, etc.)
- Accountability (i.e. - Meeting Deadlines, Student Tracking, Data Driven, Reflections, Celebrations, Sharing with Teammates & Students, Collaboration, etc.)

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Goals	25
Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs. 1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning. 1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students. 1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis. 1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom. 1.7 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 ELAR from 2022 baseline to 2024. 1.8 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 baseline to 2024. 1.9 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 baseline to 2024. 1.10 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 from 2022 baseline to 2024.	26
Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways. Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests. Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future. Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system). DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students. DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.	35
Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students. Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position. Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth. Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.	37
Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging. Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events. Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment. Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community. Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication. DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.	38

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates

Campus Funding Summary

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

This document contains a summary of our [CNA work](#). This meeting was held on 4/25/22 at the Memorial campus. This includes committee work on Demographics, Perceptions, School Process, and Student Achievement.

Demographics

Demographics Summary

1. Look for Strength in the Data
 - a. Staff has improved at recognizing the difference between bullying incidents and non-bullying incidents (decrease in number of bullying incidents reported that were unfounded).
 - b. Grades 1-5 have only 5 students with greater than 25 absences reported this year.
 - c. Over 80% of students surveyed reported that they agree or strongly agree that they know how to respond in an emergency and know how to report problems such as bullying if they see them happen.
 - d. Discipline reports in the common areas of hallways, cafeteria and recess have all declined from last year to this year.

2. Identify Needs
 - a. Significant behaviors reported in Kindergarten remain high, and remain localized to 3 specific students.
 - b. Absences reported in PreK and Kinder remain very high, with parents not sending in excuse notes.
 - c. In the student HRS survey, 30% of students reported that they do not feel their accomplishments are recognized or celebrated.
 - a. Based on data from multiple sources, counselors spend more than 15% of their time responding to less than 5% of the student population.

3. Prioritize the top 3
 - a. Absences need to be excused
 - b. Behavior support in the lower grades with high need students needs to be prioritized
 - c. Kids don't feel celebrated

4. Problem Statements:

Based on the data, 17% of Kindergarten students have greater than 25 absences reported. 21% of PreK students have greater than 25 absences.

Based on the data, 89% of reported discipline events in Kindergarten came from 3 students.

Based on the data, 29% of students surveyed reported that they did not feel like their accomplishments were celebrated.

Demographics Strengths

1. In the HRS survey, parents agreed that Memorial was a safe place.
 2. Per the open house surveys, parents feel that the front office staff is friendly and welcoming. Parents feel like it's easy to communicate with teachers and admin. Teachers answer parent questions.
-
1. Strength in the Data
 - a. Staff has improved at recognizing the difference between bullying incidents and non-bullying incidents (decrease in number of bullying incidents reported that were unfounded).
 - b. Grades 1-5 have only 5 students with greater than 25 absences reported this year.
 - c. Over 80% of students surveyed reported that they agree or strongly agree that they know how to respond in an emergency and know how to report problems such as bullying if they see them happen.
 - d. Discipline reports in the common areas of hallways, cafeteria and recess have all declined from last year to this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Based on the data, 17% of Kindergarten students have greater than 25 absences reported. 21% of PreK students have greater than 25 absences. Based on the data, 89% of reported discipline events in Kindergarten came from 3 students. Based on the data, 29% of students surveyed reported that they did not feel like their accomplishments were celebrated. **Root Cause:** Attendance needs to be addressed.

Student Learning

Student Learning Summary

2021 - 2022 Student Achievement for (043910105) MEMORIAL EL Calculated on September 6th, 2022 at 8:32AM

Details Behind the Score				
	Raw Score	Scaled Score	Weight % of Score	Weighted Points
District Assessments Growth Comparison	35		40%	0
College, Career and Military Readiness Source(ODS)			40%	0
Graduation Rate (or Annual Dropout Rate) **			20%	
Student Achievement Scaled Score You Currently do not have the required components to calculate using weighted scores. Using STAAR Performance (100%) As your Score				0
Student Achievement Domain Rating				NR (F)
** Using Dropout Rate for calculation				

District Assessments Growth Comparison for 2021 - 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All															
Percent of Tests															
% at Did Not Meet GL Standard or Above	40%	39%	42%	31%	%	0%	%	%	44%	46%	45%	70%	29%	38%	48%
% at Approaches GL Standard or Above	60%	61%	58%	69%	%	100%	%	%	56%	54%	55%	30%	71%	62%	52%

% at Meets GL Standard or Above	32%	39%	28%	47%	%	33%	%	%	28%	25%	26%	14%	53%	33%	29%
% at Masters GL Standard	12%	14%	8%	31%	%	0%	%	%	8%	5%	6%	3%	24%	12%	13%

Number of Tests

# at Did Not Meet GL Standard or Above	<u>154</u>	<u>11</u>	<u>124</u>	<u>17</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>132</u>	<u>100</u>	<u>101</u>	<u>50</u>	<u>5</u>	<u>124</u>	<u>30</u>
# at Approaches GL Standard or Above	<u>233</u>	<u>17</u>	<u>170</u>	<u>38</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>171</u>	<u>119</u>	<u>125</u>	<u>21</u>	<u>12</u>	<u>200</u>	<u>33</u>
# at Meets GL Standard or Above	<u>387</u>	<u>28</u>	<u>294</u>	<u>55</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>303</u>	<u>219</u>	<u>226</u>	<u>71</u>	<u>17</u>	<u>324</u>	<u>63</u>
# at Masters GL Standard	<u>46</u>	<u>4</u>	<u>24</u>	<u>17</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>25</u>	<u>12</u>	<u>13</u>	<u>2</u>	<u>4</u>	<u>38</u>	<u>8</u>
Total Tests	<u>387</u>	<u>28</u>	<u>294</u>	<u>55</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>303</u>	<u>219</u>	<u>226</u>	<u>71</u>	<u>17</u>	<u>324</u>	<u>63</u>

Reading

Percent of Tests

% at Did Not Meet GL Standard or Above	33%	31%	37%	13%	%	0%	%	%	35%	43%	42%	66%	13%	31%	41%
% at Approaches GL Standard or Above	67%	69%	63%	88%	%	100%	%	%	65%	57%	58%	34%	88%	69%	59%

% at Meets GL Standard or Above	45%	62%	40%	58%	%	100%	%	%	42%	33%	35%	19%	63%	45%	44%
% at Masters GL Standard	18%	23%	13%	38%	%	0%	%	%	14%	7%	7%	3%	38%	17%	19%

Number of Tests

# at Did Not Meet GL Standard or Above	<u>56</u>	<u>4</u>	<u>48</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>47</u>	<u>41</u>	<u>41</u>	<u>21</u>	<u>1</u>	<u>45</u>	<u>11</u>
# at Approaches GL Standard or Above	<u>114</u>	<u>9</u>	<u>81</u>	<u>21</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>86</u>	<u>54</u>	<u>57</u>	<u>11</u>	<u>7</u>	<u>98</u>	<u>16</u>
# at Meets GL Standard or Above	<u>All Students</u>	<u>African American</u>	<u>51 Hispanic</u>	<u>14 White</u>	<u>9 American Indian</u>	<u>1 Asian</u>	<u>Pacific Islander</u>	<u>Two or More Races</u>	<u>6 Econ Disadv</u>	<u>EL (Current)</u>	<u>EL (Current & Monitored)</u>	<u>6 Special Ed (Current)</u>	<u>5 Special Ed (Former)</u>	<u>6 Continuously Enrolled</u>	<u>10 Non-Continuously Enrolled</u>
# at Masters GL Standard	<u>30</u>	<u>3</u>	<u>17</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>18</u>	<u>7</u>	<u>7</u>	<u>1</u>	<u>3</u>	<u>25</u>	<u>5</u>
Total Tests	<u>170</u>	<u>13</u>	<u>129</u>	<u>24</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>133</u>	<u>95</u>	<u>98</u>	<u>32</u>	<u>8</u>	<u>143</u>	<u>27</u>

Mathematics

Percent of Tests

% at Did Not Meet GL Standard or Above	44%	46%	44%	46%	%	0%	%	%	48%	46%	46%	72%	38%	43%	52%
% at Approaches GL Standard or Above	56%	54%	56%	54%	%	100%	%	%	52%	54%	54%	28%	63%	57%	48%

% at Meets GL Standard or Above	25%	23%	22%	46%	%	0%	%	%	20%	22%	21%	13%	50%	25%	22%
% at Masters GL Standard	9%	8%	5%	33%	%	0%	%	%	5%	5%	5%	3%	13%	8%	11%

Number of Tests

# at Did Not Meet GL Standard or Above	<u>75</u>	<u>6</u>	<u>57</u>	<u>11</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>64</u>	<u>44</u>	<u>45</u>	<u>23</u>	<u>3</u>	<u>61</u>	<u>14</u>
# at Approaches GL Standard or Above	<u>95</u>	<u>7</u>	<u>72</u>	<u>13</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>69</u>	<u>51</u>	<u>53</u>	<u>9</u>	<u>5</u>	<u>82</u>	<u>13</u>
# at Meets GL Standard or Above	<u>All Students</u>	<u>African American</u>	<u>28 Hispanic</u>	<u>11 White</u>	<u>0 American Indian</u>	<u>0 Asian</u>	<u>0 Pacific Islander</u>	<u>Two or More Races</u>	<u>Econ Disadv</u>	<u>EL (Current)</u>	<u>EL (Current & Monitored)</u>	<u>4 Special Ed (Current)</u>	<u>4 Special Ed (Former)</u>	<u>6 Continuously Enrolled</u>	<u>1 Non-Continuously Enrolled</u>
# at Masters GL Standard	<u>15</u>	<u>1</u>	<u>6</u>	<u>8</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>5</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>12</u>	<u>3</u>
Total Tests	<u>170</u>	<u>13</u>	<u>129</u>	<u>24</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>133</u>	<u>95</u>	<u>98</u>	<u>32</u>	<u>8</u>	<u>143</u>	<u>27</u>

Science

Percent of Tests																
% at Did Not Meet GL Standard or Above	49%	50%	53%	43%	%	0%	%	%	57%	52%	50%	86%	100%	47%	56%	
% at Approaches GL Standard or Above	51%	50%	47%	57%	%	100%	%	%	43%	48%	50%	14%	0%	53%	44%	

% at Meets GL Standard or Above	13%	0%	11%	14%	%	0%	%	%	8%	10%	13%	0%	0%	16%	0%	
% at Masters GL Standard	2%	0%	3%	0%	%	0%	%	%	3%	0%	3%	0%	0%	3%	0%	
Number of Tests																
# at Did Not Meet GL Standard or Above	<u>23</u>	<u>1</u>	<u>19</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>21</u>	<u>15</u>	<u>15</u>	<u>6</u>	<u>1</u>	<u>18</u>	<u>5</u>	
# at Approaches GL Standard or Above	<u>24</u>	<u>1</u>	<u>17</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>16</u>	<u>14</u>	<u>15</u>	<u>1</u>	<u>0</u>	<u>20</u>	<u>4</u>	
# at Meets GL Standard or Above	<u>6</u>	<u>0</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>0</u>	
# at Masters GL Standard	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	
Total Tests	<u>47</u>	<u>2</u>	<u>36</u>	<u>7</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>37</u>	<u>29</u>	<u>30</u>	<u>7</u>	<u>1</u>	<u>38</u>	<u>9</u>	

College, Career and Military Readiness (ODS) for 2021 - 2022

	Count/Credit	Percent
Total		
Total Graduates		%
Total Credit for CCMR Criteria		%
Texas Success Initiative (TSI) Criteria		
Met TSI in both ELA/Reading and Math		%
ELA/Reading		
Met TSI criteria for at least one indicator		%
Met TSI assessment criteria		%
Met TSI ACT criteria		%
Met TSI SAT criteria		%

	Count/Credit	Percent
Earned credit for a college prep course		%
Math		
Met TSI criteria for at least one indicator		%
Met TSI assessment criteria		%
Met TSI ACT criteria		%
Met TSI SAT criteria		%
Earned credit for a college prep course		%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject		%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject		%
Industry Based Credit		
Earned and industry-based certification from approved list		%
Level I or Level II Cert		
Earn a Level I or Level II certificate (from THECB)		%
Associate's Degree		
Earned and associates degree while in high school		%
OnRamps		
Complete an OnRamps course and earn three hours of college credit		%
Graduated with Completed IEP and Workforce Readiness		
Received graduation type code of 04,05,54, or 55		%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a current special education student		%
College, Career and Military Readiness (TEA) for 2021 - 2022		
	Count/Credit	Percent
Total		
Total Graduates		%
Total Credit for CCMR Criteria		%
Texas Success Initiative (TSI) Criteria		
Met TSI in both ELA/Reading and Math		%
ELA/Reading		

	Count/Credit	Percent
Met TSI criteria for at least one indicator		%
Met TSI assessment criteria		%
Met TSI ACT criteria		%
Met TSI SAT criteria		%
Earned credit for a college prep course		%
Math		
Met TSI criteria for at least on indicator		%
Met TSI assessment criteria		%
Met TSI ACT criteria		%
Met TSI SAT criteria		%
Earned credit for a college prep course		%
AP/IB Examination		
Met criterion score on AP/IB exam in any subject		%
Dual Course Credit		
Earned credit for at least 3 hours in ELA or Math or 9 hours in any subject		%
Industry Based Credit		
Earned and industry-based certification from approved list		%
Level I or Level II Cert		
Earn a Level I or Level II certificate (from THECB)		%
Associate's Degree		
Earned and associates degree while in high school		%
OnRamps		
Complete an OnRamps course and earn three hours of college credit		%
Graduated with Completed IEP and Workforce Readiness		
Received graduation type code of 04,05,54, or 55		%
Advanced Grad Plan & Sped		
Graduate under an advanced degree plan and be identified as a current special education student		%

Graduation Rate Data Table for 2021 - 2022

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2021											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL +	Special Ed
% Graduated	%	%	%	%	%	%	%	%	%	%	%
\$ Graduated	0										
Total in Class	0										
5-Year Graduation Rate (Gr 9-12): Class of 2020											
% Graduated	%	%	%	%	%	%	%	%	%	%	%
\$ Graduated	0										
Total in Class	0										
6-Year Graduation Rate (Gr 9-12): Class of 2019											
% Graduated	%	%	%	%	%	%	%	%	%	%	%
\$ Graduated	0										
Total in Class	0										
Annual Dropout Rate (Gr 9-12): SY 2016 - 2017											
% Dropped Out	%	%	%	%	%	%	%	%	%	%	%
# Dropped Out											
# of Students	0										

Student Learning Strengths

Math

	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
Kinder		2. 56%	3. 49th percentile (56th)	1. 130%	2. 87%	3. 82nd percentile
	4.			4.		
1st	1. 89%	2. 46%	3. 42nd percentile (45th)	1. 90%	2. 38%	3. 35th percentile
	4.			4.		

	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
2nd	1. 113%	2. 67%	3. 60th percentile (58th)	1. 114%	2. 73%	3. 61st percentile
	4.			4.		
3rd	1. 149%	2. 75%	3. 72nd percentile (61st)	1. 126%	2. 85%	3. 71st percentile
	4.			4.		
4th	1. 63%	2. 36%	3. 30th percentile (55th)	1. 77%	2. 35%	3. 28th percentile
	4.			4.		
5th	1. 133%	2. 50%	3. 52nd percentile (54th)	1. 99%	2. 52%	3. 48th percentile
	4.			4.		

Reading

	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
Kinder	1.	2. E- 60%	3. E- 61st percentile(63rd)	1. E-107%	2. E-57%	3. E-61st percentile
		S- 80%	S- 92nd percentile (54th)	S-108%	S-54%	S-56th percentile
4.				4.		
1st	1. E - 92%	2. E- 56%	3. E- 51st percentile(41st)	1. E-89%	2. E-48%	3. E-45th percentile
	S- 86%	S- 53%	S- 49th percentile (38th)	S-72%	S-26%	S-35th percentile
4.				4.		
2nd	1. E- 89%	2. E- 43%	3. E- 35th percentile(51st)	1. E-118%	2. E-64%	3. E-56th percentile
	S- 91%	S- 54%	S- 52nd percentile(52nd)	S-103%	S-58%	S-50th percentile
4.				4.		
3rd	1. E- 159%	2. E- 74%	3. E- 73rd percentile (55th)	1. E-130%	2. E-64%	3. E-61st percentile
	S- 157%	S- 72%	S- 57th percentile(53rd)	S-164%	S-79%	S-77th percentile
4.				4.		
4th	1. E- 54%	2.E- 38%	3. E- 36th percentile(46th)	1. E-64%	2. E-34%	3. E-29th percentile
	S- 103%	S- 48%	S- 47th percentile(61st)	S-101%	S-53%	S-57th percentile
4.				4.		

	Fall to Winter - complete in January			Fall to Spring - complete in May/June		
5th	1. E- 96%	2. E- 46%	3. E- 44th percentile (52nd)	1. E-129%	2. E-70%	3. E-57th percentile
	4.			4.		

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Approximately 50% of students in grade K-2 were reading below grade level on middle-of-year assessments. **Root Cause:** Students have a lack of reading stamina Teachers struggle with having enough time to teach small groups of differentiated reading instruction during the Language Arts block and plan for students reading on several different levels

Problem Statement 2 (Prioritized): Students in grades 3-5 are not meeting expected academic growth goals and are lacking academic vocabulary needed to convey meaning and understanding in written and oral expression. **Root Cause:** Students in grades 3-5 have gaps in their foundational skills. Students lack reading stamina. There are challenges differentiating instruction for students with very diverse needs in grades 3-5.

Problem Statement 3 (Prioritized): Students in grades 3-5 are not explaining their thinking when responding to math problems. **Root Cause:** Students lack the academic vocabulary needed to justify their answers using academic language. There is an inconsistent expectation of what an acceptable short constructed response looks like.

School Processes & Programs

School Processes & Programs Summary

1. Look for Strength in the Data
 - a. Teacher advocacy for Phase III GT placement
 - b. Increase in positive referrals submitted by staff
 - c. Section for AVID in Bobcat Tracks to support teachers
 - d. Common learning plan, accessibility to other staff
 - e. Through the SST process, there were 29 referrals to ensure we have students in the appropriate programs

2. Identify Needs
 - a. African American, Hispanic, ED GT referrals- characteristics of GT training (2e, behaviors, language)
 - b. Teachers need clarity/time needed to document in 360 and Edugence (if assistance is called teacher still needs to document, time of day usually is not entered)
 - c. Behavior charts- communication among staff, documentation of data from chart, procedures to use the chart
 - d. Increase student engagement for AVID (binders/agendas, SLANT, what is AVID?; special awards such as Golden Binder)
 - e. Learning plan takes time beyond planning (team input vs. presenting the plan)
 - f. Time for teacher prep before planning the learning plan with team
 - g. Streamline process for SST and who does SST for behavior, academic, attendance

3. Prioritize the top 3
 - a. Increase African American and ELLs in GT referrals
 - b. AVID presence and promotion
 - c. Teachers need clarity/time needed to document in 360 and Edugence (if assistance is called teacher still needs to document, time of day usually is not entered)

4. Problem Statements:

Teacher advocacy reports for moving to Phase 3 of PACE referrals were not received in a timely manner, with varying quality.

3 out of 31 African American and 20 out of 317 Hispanic students were referred to PACE. One of the three African Americans were placed, and nine of the 20 were accepted. 4 out of the 4 white students were accepted. We need to see an increase in all demographic referrals to PACE.

There is a disconnect between individual behavior charts and Review 360 entries. (Some way of documenting the Behavior Chart and Linda's data reports)

School Processes & Programs Strengths

1. Strength in the Data
 - a. Teacher advocacy for Phase III GT placement
 - b. Increase in positive referrals submitted by staff
 - c. Section for AVID in Bobcat Tracks to support teachers
 - d. Common learning plan, accessibility to other staff
 - e. Through the SST process, there were 29 referrals to ensure we have students in the appropriate programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a lack of diversity representation in the GT student population. **Root Cause:** More training for staff to recognize gifted characteristics in learners.

Perceptions

Perceptions Summary

1. Look for Strength in the Data
 - a. HRS Student Survey - Q1, Q2, Q3, Q4, Q5, Q7, and Q8 students responded with agreement for these items that dealt with: safety, procedures, bullying reporting, and their achievements being celebrated.
 - b. Dojo: 90% of our families school wide are connected to Dojo. We have been able to successfully curate engagement using Dojo and its functions.
 - c. Facebook Engagement in the last 90 days: we have reached 1.5K profile views and 2,192 post reactions, comments, and shares
 - d. Twitter: Consistent, effective, and timely presence on Twitter.

2. Identify Needs
 - a. HRS Student Survey Q1.6: More students did not agree that the school leaders ask for their opinion about how the school should run. Students do not feel like they have a voice.
 - b. Facebook: The purpose and function of this social media tool is unclear at this time.

3. Prioritize the top 3
 - a. Students want to have a voice within the school.
 - b. The guidelines and functions of our different social media platforms need to be outlined and communicated to staff.
 - c. There is a need to encourage more parent involvement in parent surveys with parent-friendly questions and language.

Perceptions Strengths

1. Strength in the Data
 - a. HRS Student Survey - Q1, Q2, Q3, Q4, Q5, Q7, and Q8 students responded with agreement for these items that dealt with: safety, procedures, bullying reporting, and their achievements being celebrated.
 - b. Dojo: 90% of our families school wide are connected to Dojo. We have been able to successfully curate engagement using Dojo and its functions.
 - c. Facebook Engagement in the last 90 days: we have reached 1.5K profile views and 2,192 post reactions, comments, and shares

d. Twitter: Consistent, effective, and timely presence on Twitter.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Based on the overall number of parent survey submissions, there is a need to encourage more parent involvement in parent surveys with parent-friendly questions. **Root Cause:** Surveys and electronic means alone do not suffice to reach our community.

Priority Problem Statements

Problem Statement 1: Approximately 50% of students in grade K-2 were reading below grade level on middle-of-year assessments.

Root Cause 1: Students have a lack of reading stamina Teachers struggle with having enough time to teach small groups of differentiated reading instruction during the Language Arts block and plan for students reading on several different levels

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students in grades 3-5 are not meeting expected academic growth goals and are lacking academic vocabulary needed to convey meaning and understanding in written and oral expression.

Root Cause 2: Students in grades 3-5 have gaps in their foundational skills. Students lack reading stamina. There are challenges differentiating instruction for students with very diverse needs in grades 3-5.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in grades 3-5 are not explaining their thinking when responding to math problems.

Root Cause 3: Students lack the academic vocabulary needed to justify their answers using academic language. There is an inconsistent expectation of what an acceptable short constructed response looks like.

Problem Statement 3 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- 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
- Grades that measure student performance based on the TEKS

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 34% in 2022 to 45% by June 2024. The Special Education student group performance will increase from 11% in 2022 to 20% by June 2024. The Economically Disadvantaged student group performance will increase from 28% in 2022 to 40% by 2024.





The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 40% in 2022 to 45% by June 2024. The Special Education student group performance will increase from 12% in 2022 to 21% by June 2024. The Economically Disadvantaged student group performance will increase from 41% in 2022 to 45% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 64% in 2022 to 73% by June 2024. The Special Education student group performance will increase from 43% in 2022 to 49% by June 2024. The Economically Disadvantaged student group performance will increase from 59% in 2022 to 67% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase teacher knowledge and focus on process standards and create a direct correlation between teacher T-TESS goals and the campus instructional snapshot.</p> <p>Strategy's Expected Result/Impact: Teachers will focus on the "ways to show" student learning, instruction will be differentiated and students will be more successful as measured by unit assessments, formative assessments and the state STAAR test.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Increased teacher knowledge of instructional best practices in reading and evaluating student assessment data in reading; in order to provide more effective Tier I, targeted Tier 2 and Tier 3 reading instruction and interventions.</p> <p>Strategy's Expected Result/Impact: By carefully monitoring student results, teachers will be able to intentionally adjust practices and regroup students according to academic needs.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional coaches, Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Strengthen the collaborative team process by providing extended big-picture planning opportunities for teachers to evaluate unit plans and better prepare for instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Teachers will have time to prepare for individualized, small group instruction that meets the needs of learners in all quintiles as evidenced by fall to winter and fall to spring MAP results/ PGR reports.</p> <p>Staff Responsible for Monitoring: Admin., Instructional coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Hire adult temps to assist with targeted instruction with small groups of students- in specific areas generated through data analysis.</p> <p>Strategy's Expected Result/Impact: Hiring adult temps to assist with small group instruction for students in grades K-5 will upgrade the entire educational program on the campus, as the additional supports will allow us to provide targeted intervention addressing specific student needs in the areas of reading, math and science. As a result of this direct instruction and specific, monitored intervention, more of our students will demonstrate mastery of grade level standards as indicated by progress and growth on common formative assessments and mastery of the STAAR test in grades 3-5.</p> <p>Staff Responsible for Monitoring: Classroom teachers supporting adult temps, Instructional coaches, Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Adult Temp - 211 Title I, Part A - \$6,566.40</p>	Formative		Summative
	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>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Approximately 50% of students in grade K-2 were reading below grade level on middle-of-year assessments. **Root Cause:** Students have a lack of reading stamina Teachers struggle with having enough time to teach small groups of differentiated reading instruction during the Language Arts block and plan for students reading on several different levels

Problem Statement 2: Students in grades 3-5 are not meeting expected academic growth goals and are lacking academic vocabulary needed to convey meaning and understanding in written and oral expression. **Root Cause:** Students in grades 3-5 have gaps in their foundational skills. Students lack reading stamina. There are challenges differentiating instruction for students with very diverse needs in grades 3-5.

Problem Statement 3: Students in grades 3-5 are not explaining their thinking when responding to math problems. **Root Cause:** Students lack the academic vocabulary needed to justify their answers using academic language. There is an inconsistent expectation of what an acceptable short constructed response looks like.

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 36% in 2022 to 41% by June 2024. The Special Education student group performance will increase from 22% in 2022 to 28% by June 2024. The Economically Disadvantaged student group performance will increase from 28% in 2022 to 35% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 15% in 2022 to 30% by June 2024. The Special Education student group performance will increase from 6% in 2022 to 12% by June 2024. The Economically Disadvantaged student group performance will increase from 14% in 2022 to 20% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 23% in 2022 to 35% by June 2024. The Special Education student group performance will increase from 14% in 2022 to 20% by June 2024. The Economically Disadvantaged student group performance will increase from 19% in 2022 to 24% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase teacher knowledge and focus on process standards and create a direct correlation between teacher T-TESS goals and the campus instructional snapshot.</p> <p>Strategy's Expected Result/Impact: Because teachers will focus on the methodology behind the teaching, instruction will be differentiated and students will be more successful.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Increased teacher knowledge of instructional best practices in math and student math assessment data.</p> <p>Strategy's Expected Result/Impact: By carefully monitoring student results, teachers will be able to intentionally adjust practices and regroup students according to academic needs.</p> <p>Staff Responsible for Monitoring: classroom teachers, instructional coaches, admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Increase student use of written constructed responses and academic vocabulary on a daily basis.</p> <p>Strategy's Expected Result/Impact: Students' use of academic vocabulary will increase and their ability to construct a response explaining their thinking will improve as evidenced by student artifacts and noted in teacher lesson plans.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Strengthen the collaborative team process by provide extended big-picture planning opportunities for teachers to evaluate unit plans and better prepare for instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Teachers will have time to prepare for individualized, small group instruction that meets the needs of struggling learners.</p> <p>Staff Responsible for Monitoring: Admin., Instructional Coaches</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Hire adult temps to assist with targeted instruction with small groups of students- in specific areas generated through data analysis.</p> <p>Strategy's Expected Result/Impact: Hiring adult temps to assist with small group instruction for students in grades K-5 will upgrade the entire educational program on the campus, as the additional supports will allow us to provide targeted intervention addressing specific student needs in the areas of reading, math and science. As a result of this direct instruction and specific, monitored intervention, more of our students will demonstrate mastery of grade level standards as indicated by progress and growth on common formative assessments and mastery of the STAAR test in grades 3-5.</p> <p>Staff Responsible for Monitoring: Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		Summative
	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
<p>Problem Statement 2: Students in grades 3-5 are not meeting expected academic growth goals and are lacking academic vocabulary needed to convey meaning and understanding in written and oral expression. Root Cause: Students in grades 3-5 have gaps in their foundational skills. Students lack reading stamina. There are challenges differentiating instruction for students with very diverse needs in grades 3-5.</p>
<p>Problem Statement 3: Students in grades 3-5 are not explaining their thinking when responding to math problems. Root Cause: Students lack the academic vocabulary needed to justify their answers using academic language. There is an inconsistent expectation of what an acceptable short constructed response looks like.</p>

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.





1.9 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 baseline to 2024.

1.10 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 from 2022 baseline to 2024.

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 13% in 2022 to 16% by June 2024. The Special Education student group performance will increase from 0% in 2022 to 6% by June 2024. The Economically Disadvantaged student group performance will increase from 8% in 2022 to 13% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase teacher accountability for science content by ensuring all teachers across all grade levels are teaching science content with fidelity.</p> <p>Strategy's Expected Result/Impact: Increase in science vocabulary across the campus; science word walls used in monolingual and DL classrooms.</p> <p>Staff Responsible for Monitoring: admin., teacher leaders, instructional support staff</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Hire adult temps to assist with targeted instruction with small groups of students- in specific areas generated through data analysis.</p> <p>Strategy's Expected Result/Impact: Hiring adult temps to assist with small group instruction for students in grades K-5 will upgrade the entire educational program on the campus, as the additional supports will allow us to provide targeted intervention addressing specific student needs in the areas of reading, math and science. As a result of this direct instruction and specific, monitored intervention, more of our students will demonstrate mastery of grade level standards as indicated by progress and growth on common formative assessments and mastery of the STAAR test in grades 3-5.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Students in grades 3-5 are not meeting expected academic growth goals and are lacking academic vocabulary needed to convey meaning and understanding in written and oral expression. Root Cause: Students in grades 3-5 have gaps in their foundational skills. Students lack reading stamina. There are challenges differentiating instruction for students with very diverse needs in grades 3-5.</p>

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.





Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: Increase staff, student, and parent understanding of CCMR at the elementary level through parent education and increased access for students to achieve CCMR readiness when moving to middle school.

Strategy 1 Details	Reviews		
<p>Strategy 1: Implementation of AVID curriculum school-wide, with an emphasis on AVID structures in grades 4 & 5</p> <p>Strategy's Expected Result/Impact: Increase in students' organization skills, note-taking, use of advanced questioning techniques and higher order thinking; preparing them for advanced academic courses.</p> <p>Staff Responsible for Monitoring: classroom teachers, campus AVID coordinator, instructional support</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June

Strategy 2 Details	Reviews		
<p>Strategy 2: Use of Honors Potential Repors to ensure students are taking advanced courses when they show potential.</p> <p>Strategy's Expected Result/Impact: By training teachers to look at the Honors potential report, more students can be recommended for advanced courses when they show potential.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Support, Admin.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	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: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 94.07% or higher.

Strategy 1 Details	Reviews		
<p>Strategy 1: Strengthen school, family and community partnerships to encourage regular daily attendance and navigate barriers to attendance and parent/community disengagement.</p> <p>Strategy's Expected Result/Impact: Student attendance rates will be maintained at 94.07% or higher.</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details	Reviews		
<p>Strategy 1: The Campus Administrative team will meet every nine weeks to review discipline data in Edugence and Review 360 to monitor the campus risk ratio and ensure equitable discipline outcomes for all student groups.</p> <p>Strategy's Expected Result/Impact: This increased monitoring of data will provide greater awareness of trends in our disciplinary methods campus-wide and allow for us to intervene early to make changes and adjust/grow our PBIS practices in order to be more proactive and preventative if we see that we are responding & reacting negatively to certain student groups.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Strategy 1 Details	Reviews		
<p>Strategy 1: Campus administrators will communicate the anti-bullying policy to the families so they understand the difference between bullying and conflict, how to report bullying, and what an imbalance of power is.</p> <p>Strategy's Expected Result/Impact: Parents and the school will work together to help reduce the number of bullying referrals made to the office. Students and parents will understand the difference between bullying and conflict among students.</p> <p>Staff Responsible for Monitoring: teachers, counselor, admin.</p> <p>Title I: 2.5, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Strategy 1 Details	Reviews		
<p>Strategy 1: The threat assessment team is trained and understands the purpose of conducting the threat assessment protocols. Strategy's Expected Result/Impact: 100% of threat assessments will be completed as required and inputted into Review 360. Staff Responsible for Monitoring: campus/district admin.</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

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					\$5,238.00
+/- Difference					\$5,238.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,380.00
+/- Difference					\$1,380.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Adult Temp		\$6,566.40
Sub-Total					\$6,566.40
Budgeted Fund Source Amount					\$281,190.00
+/- Difference					\$274,623.60
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,325.00
+/- Difference					\$6,325.00
Grand Total Budgeted					\$294,133.00
Grand Total Spent					\$6,566.40
+/- Difference					\$287,566.60

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	7	43	8	0	0	0	9	40	5	30	50	8	58
2022	71	26	50				11	28	60	17	38	12	34
2023	73	28	51				14	30	61	19	39	13	35
2024	75	30	51				17	32	61	21	39	15	35
2025	77	32	52				21	34	62	24	40	17	36
2026	81	36	54				27	38	64	28	42	20	38
2027	85	40	55				34	42	65	33	43	23	39

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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

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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	4	50	9	0	0	0	16	56	3	39	55	10	65
2022	50	36	56				12	41	33	33	40	40	40
2023	52	38	57				15	43	34	35	41	41	41
2024	54	40	57				18	45	34	37	41	43	41
2025	56	42	58				22	47	35	40	42	45	42
2026	60	46	60				28	51	37	44	44	48	44
2027	64	50	61				35	55	38	49	45	51	45

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	2	36	7	0	1	0	7	37	2	30	38	9	47
2022	50	61	71		100		43	59	100	57	61	78	64
2023	52	63	72		100		46	61	100	59	62	79	65
2024	54	65	72		100		49	63	100	61	62	81	65
2025	56	67	73		100		53	65	100	64	63	83	66
2026	60	71	75		100		59	69	100	68	65	86	68
2027	64	75	76		100		66	73	100	73	66	89	69

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	13	129	24	0	1	0	32	133	10	99	143	27	170
2022	62	40	58		100		19	42	60	35	45	44	45
2023	64	42	59		100		22	44	61	37	46	45	46
2024	66	44	59		100		25	46	61	39	46	47	46
2025	68	46	60		100		29	48	62	42	47	49	47
2026	72	50	62		100		35	52	64	46	49	52	49
2027	76	54	63		100		42	56	65	51	50	55	50

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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 Campus 2027 Goal for each student group based on the increase for each group required at the district level.
 Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

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	7	43	8	0	0	0	9	40	5	30	50	8	58
2022	29	33	62				22	28	80	30	38	25	36
2023	32	35	63				25	30	81	32	39	27	37
2024	35	38	65				28	33	83	34	41	29	39
2025	38	42	67				32	37	85	37	43	32	41
2026	44	46	69				37	41	87	41	45	36	43
2027	50	52	72				44	47	90	46	48	41	46

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	4	50	9	0	0	0	16	56	3	39	55	10	65
2022	0	14	33				6	14	0	15	16	10	15
2023	3	16	34				9	16	1	17	17	12	16
2024	6	19	36				12	19	3	19	19	14	18
2025	9	23	38				16	23	5	22	21	17	20
2026	15	27	40				21	27	7	26	23	21	22
2027	21	33	43				28	33	10	31	26	26	25

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	2	36	7	0	1	0	7	37	2	30	38	9	47
2022	50	19	43		0		14	19	0	23	21	33	23
2023	53	21	44		1		17	21	1	25	22	35	24
2024	56	24	46		3		20	24	3	27	24	37	26
2025	59	28	48		5		24	28	5	30	26	40	28
2026	65	32	50		7		29	32	7	34	28	44	30
2027	71	38	53		10		36	38	10	39	31	49	33

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	13	129	24	0	1	0	32	133	10	99	143	27	170
2022	23	22	46		0		12	20	40	22	25	22	25
2023	26	24	47		1		15	22	41	24	26	24	26
2024	29	27	49		3		18	25	43	26	28	26	28
2025	32	31	51		5		22	29	45	29	30	29	30
2026	38	35	53		7		27	33	47	33	32	33	32
2027	44	41	56		10		34	39	50	38	35	38	35

HB3 Campus Goals - All Grades STAAR at Meets Standard

Memorial

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	2	36	7	0	1	0	7	37	2	30	38	9	47
2022	0	11	14		0		0	8	0	13	16	0	13
2023	3	13	15		1		3	10	1	15	17	2	14
2024	6	16	17		3		6	13	3	17	19	4	16
2025	9	20	19		5		10	17	5	20	21	7	18
2026	15	25	21		7		15	22	8	24	23	11	20
2027	21	31	24		10		22	28	12	29	26	15	23

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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