

# **Plano Independent School District**

## **Forman Elementary**

### **2023-2024 Improvement Plan**



**Board Approval Date:** October 3, 2023

# Mission Statement

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To ensure that ALL students experience at least one year of social, emotional and academic growth.

## Vision

All student will experience daily growth.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Forman Elementary has a diverse population of 537 students in grades PK - 5th who are 100% at risk. We are a bilingual campus that offers a one-way Dual Language program, which promotes biliteracy for our 325 emergent bilingual students. Our campus is a Title 1 campus with a high percentage of economically disadvantaged (86%) students. This necessitates the provision of high quality tier 1 instruction coupled with targeted interventions and differentiated instruction to meet the varied needs of our students.

Our demographics breakdown is as follows:

- 62% Hispanic
- 18% African American
- 10% White
- 8% Asian
- 2% other and mixed races.
- 59% Emergent Bilingual Students
- 17% Special Education Students
- 7% Gifted and Talented

We are proud of our diverse learning community as it is one of our greatest assets. We have a highly qualified faculty with the majority of the staff being experienced educators with 6-30 years of experience in education. Each grade level get to benefits from the expertise of dedicated instructional support teachers and assistant teachers for the dual language classrooms.

### Demographics Strengths

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1. Our campus has a great sense of diversity.
2. We are a bilingual campus.
3. There is a robust team of instructional support teachers
4. Bilingual classes have a teacher assistant, 1 per grade level.
5. K-3 Teachers are certified in the Texas Reading Academy
6. Attendance was increased within the previous school year ( annual rate 22-23: 94.19%)
7. There was an increase in communication with families by utilizing different forms of communication.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** The attendance percentage is 94.19%; attendance should be close to 96%. **Root Cause:** Parents bring their students to school late as well as there are many unexcused absences.

**Problem Statement 2:** Forman Elementary has a 20% mobility rate. **Root Cause:** We have apartment complexes and parents tend to move out from apartments frequently. Some immigrant families also come to the area for a short time before they move to other cities or states.

**Problem Statement 3 (Prioritized):** During the 22-23 school year, Forman PTA had four PTA Board members and 12 - 15 regular volunteers. **Root Cause:** Parents do not know what PTA is and how their involvement benefits their students. We have many immigrant families who are not used to being that involved in schools.

# Student Learning

## Student Learning Summary

According to the Texas Education Agency's latest published data (2022), Forman Elementary is a C rated campus. Last year Forman saw remarkable growth in Kinder, 1st and, 2nd grade Math and Reading and in 3rd, 4th, and 5th grade Science in MAP. With the exception of 2nd grade reading (Spanish), 2nd grade Reading (English ) and 5th grade Science, the campus still needs to grow students in all quintiles to the 120% growth level. The growth the campus experienced is attributed to the use of Lead4Ward tools and strategies, as well as collaborative planning and targeted small group instruction in some grade levels. This year we will continue to apply these strategies, duplicating them in other grade levels and subjects. We will also be utilizing the Plano ISD Instructional Model and implementing the curriculum with fidelity with a focus on tier 1 instruction.

## Student Learning Strengths

Kinder, 1st and 2nd grade students demonstrated excellent growth in Math and Reading MAP.

3rd, 4th, and 5th grade students demonstrated excellent growth in Science MAP.

Some teams used DDI to plan instruction, acceleration, and reteaching in some grade levels.

Most K-3 Teachers completed the Texas Reading Academy ( New teachers are in TRA this year).

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** MAP Math growth data is not consistent for all students in all grade levels and all Quintiles 1-5. **Root Cause:** There is an inconsistent implementation of district initiatives and of data driven instruction in grade levels. . The campus professional learning community needs growth in the areas of collaboration, targeted interventions, data tracking for scholars, goal setting and effective progress monitoring. Many teachers plan in isolation and share plans with other teachers.

**Problem Statement 2 (Prioritized):** MAP Reading growth data is not consistent for all students in all grade levels and all Quintiles 1-5. **Root Cause:** There is an inconsistent implementation of district initiatives and of data driven instruction in grade levels. . The campus professional learning community needs growth in the areas of collaboration, targeted interventions, data tracking for scholars, goal setting and effective progress monitoring. Many teachers plan in isolation and share plans with other teachers.

**Problem Statement 3 (Prioritized):** 3rd and 4th grade Science MAP growth is inconsistent. Students in all quintiles need to experience 120% growth. **Root Cause:** Science instruction is not at the level of the standards for 3rd and 4th grade. 5th grade shows a MAP a growth measure of 159% on MAP, however, this growth does not transfer to achievement on STAAR. Science investigations need to be implemented starting in Grades 3. Grades 4 and 5 need to spiral in 3rd grade Science TEKS.

**Problem Statement 4 (Prioritized):** 2023 TELPAS data reveals that 50% or more of Emergent Bilingual students in all grade levels remained at the same language acquisition level for the year instead of progressing at least one level in each domain. 46% of all EBs are at the beginning and intermediate levels. **Root Cause:** Teachers need to learn how to use language objectives effectively to help students grow in the various domains. Teachers need to become familiar with the TELPAS assessment to see the levels and types of activities that students do for the test so they can better prepare them.

# School Processes & Programs

## School Processes & Programs Summary

This year Forman will continue to focus on student culture so that all students can learn and grow at high levels. We are implementing CHAMPS routines in common areas as well as in classrooms. In addition we have added a time component for meeting stated expectations in order to increase student engagement in the learning process. It is a campus expectation that the district provided CARE curriculum is implemented daily in each classroom. Time has been allotted in the Master schedule to ensure that this takes place everyday before academic instruction begins.

For academics, we are using data to inform our decisions about instruction. We have weekly PLCs to plan for instruction and assessment. We have planned for half-day planning sessions to address difficult to teach, difficult to learn TEKS. We will be implementing Vertical PLCs so grade levels can work together on traditionally low performing standards and common strategies that can be adopted schoolwide.

Forman is an AVID campus.

Forman currently have one strong extracurricular activity for students, Robotics. We are seeking to expand extracurricular opportunities with the addition of more clubs.

Forman provides excellent support to new teachers through the PISD mentor program and instructional support at the campus level.

Our campus participates in Communities in Schools, Food for Kids and Plano LovePacs. Our Parent Liaison, Community in Schools representative, and Counselors are instrumental in ensuring that our students get their needs met.

## School Processes & Programs Strengths

- CARE Curriculum in every classroom daily at 7:45
- CHAMPS Routines in all common areas
- Teachers and Teams are empowered to collaborate and implement routines and procedures for their classrooms that create positive and successful classroom environment.
- Weekly Professional Learning Communities
- 1-to-1 technology for students
- Instructional coaches are assigned to two grade levels to support with instruction and planning.
- Community in Schools Representative assigned to our school helps to address students' and families' needs.
- Robotics, an enrichment after school program, promotes scientific thinking in upper grades.
- Parent programs and activities offered at different times and virtually, encourage parents' participation.
- Classes are offered to parents to learn English, technology, and to help their students at home.



### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Lack of consistency in implementing expectations, systems, and routines from classroom to classroom and grade to grade. **Root Cause:** A school wide PBIS (Positive Behavior Intervention Program) is needed for consistency.

**Problem Statement 2 (Prioritized):** Collaborative teams operate at varying levels of successfully implementing the Collaborative Team Framework and being a true PLC. **Root Cause:** Varying levels of teacher experience and both teachers and Instructional coaches not having clarity on the roles of the coaches.

**Problem Statement 3 (Prioritized):** Intervention and enrichment not consistently implemented across grade levels. **Root Cause:** Master schedule does not outline specific times for intervention and enrichment so some teachers do not implement these needed practices.

# Perceptions

## Perceptions Summary

Forman's PTA has been revived and is growing. The young PTA did a great job last year in supporting the school and the teachers. They have a robust calendar of fundraising events for this school year and is actively seeking to expand the number of parents that are involved. Community involvement in the school is an area of opportunity for Forman. We need to explore more ways to communicate with parents and provide opportunities for them to partner with us in their child's education. We need to get more volunteers in the school.

The operation of the FALCON store for student rewards, is well appreciated by staff.

The PTA will be in charge of the Book Fair this Fall.

Forman surveys indicate that parents want to engage in school activities and programs to be part of their students' learning.

Teachers would like more opportunities to watch and evaluate effective teaching in practice either by instructional rounds or through videos. Teachers would like us to hire, train and retain effective teachers and lower teacher turnover rate.

## Perceptions Strengths

Parent liaison to communicate and help students and families.

Falcon Store

PTA formation and growth, PTA events

Parents enjoy coming to activities at school

Schoolwide Model of Instruction -Campus Instructional Snapshot

Support provided for new teachers - district mentoring & Campus based instructional Support

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of effective communication to stakeholders. **Root Cause:** Language barrier and methods of communication. Most use text only, not email. Various methods of communication used on campus.

**Problem Statement 2 (Prioritized):** Low number of parents in Forman Parent Teacher Association. **Root Cause:** There is a lack of marketing at school and PTA events for membership also PTA needs a membership chairperson.

**Problem Statement 3 (Prioritized):** Need to provide opportunities for teachers to see what effective instruction looks like (colleagues, videos etc. ). **Root Cause:** Inconsistency utilizing walk through data, and leveraging available resources to support building teacher capacity and knowledge of best practices.

# Priority Problem Statements

**Problem Statement 1:** During the 22-23 school year, Forman PTA had four PTA Board members and 12 - 15 regular volunteers.

**Root Cause 1:** Parents do not know what PTA is and how their involvement benefits their students. We have many immigrant families who are not used to being that involved in schools.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** MAP Math growth data is not consistent for all students in all grade levels and all Quintiles 1-5.

**Root Cause 2:** There is an inconsistent implementation of district initiatives and of data driven instruction in grade levels. . The campus professional learning community needs growth in the areas of collaboration, targeted interventions, data tracking for scholars, goal setting and effective progress monitoring. Many teachers plan in isolation and share plans with other teachers.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Lack of effective communication to stakeholders.

**Root Cause 3:** Language barrier and methods of communication. Most use text only, not email. Various methods of communication used on campus.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Low number of parents in Forman Parent Teacher Association.

**Root Cause 4:** There is a lack of marketing at school and PTA events for membership also PTA needs a membership chairperson.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Need to provide opportunities for teachers to see what effective instruction looks like (colleagues, videos etc. ).

**Root Cause 5:** Inconsistency utilizing walk through data, and leveraging available resources to support building teacher capacity and knowledge of best practices.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** The attendance percentage is 94.19%; attendance should be close to 96%.

**Root Cause 6:** Parents bring their students to school late as well as there are many unexcused absences.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** MAP Reading growth data is not consistent for all students in all grade levels and all Quintiles 1-5.

**Root Cause 7:** There is an inconsistent implementation of district initiatives and of data driven instruction in grade levels. . The campus professional learning community needs growth in the areas of collaboration, targeted interventions, data tracking for scholars, goal setting and effective progress monitoring. Many teachers plan in isolation and share plans with other teachers.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** 3rd and 4th grade Science MAP growth is inconsistent. Students in all quintiles need to experience 120% growth.

**Root Cause 8:** Science instruction is not at the level of the standards for 3rd and 4th grade. 5th grade shows a MAP a growth measure of 159% on MAP, however, this growth does not transfer to achievement on STAAR. Science investigations need to be implemented starting in Grades 3. Grades 4 and 5 need to spiral in 3rd grade Science TEKS.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** 2023 TELPAS data reveals that 50% or more of Emergent Bilingual students in all grade levels remained at the same language acquisition level for the year instead of progressing at least one level in each domain. 46% of all EBs are at the beginning and intermediate levels.

**Root Cause 9:** Teachers need to learn how to use language objectives effectively to help students grow in the various domains. Teachers need to become familiar with the TELPAS assessment to see the levels and types of activities that students do for the test so they can better prepare them.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Lack of consistency in implementing expectations, systems, and routines from classroom to classroom and grade to grade.

**Root Cause 10:** A school wide PBIS (Positive Behavior Intervention Program) is needed for consistency.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** Collaborative teams operate at varying levels of successfully implementing the Collaborative Team Framework and being a true PLC.

**Root Cause 11:** Varying levels of teacher experience and both teachers and Instructional coaches not having clarity on the roles of the coaches.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Intervention and enrichment not consistently implemented across grade levels.

**Root Cause 12:** Master schedule does not outline specific times for intervention and enrichment so some teachers do not implement these needed practices.

**Problem Statement 12 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results

## **Employee Data**

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

## **Parent/Community Data**

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

# 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 49% in 2022 to 50% by June 2024. The Special Education student group performance will increase from 18% in 2022 to 24% by June 2024. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 50% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 53% in 2022 to 54% by June 2024. The Special Education student group performance will increase from 40% in 2022 to 46% by June 2024. The Economically Disadvantaged student group performance will increase from 55% in 2022 to 59% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 44% in 2022 to 45% by June 2024. The Special Education student group performance will increase from 7% in 2022 to 13% by June 2024. The Economically Disadvantaged student group performance will increase from 43% in 2022 to 47% by 2024.

### HB3 Goal





**Evaluation Data Sources:** 2024 STAAR Reading Language Arts

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by engaging students in metacognition, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. <b>Strategy's Expected Result/Impact:</b> Writing ,TELPAS Results, Reading, Math, and Science MAP scores <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist , Bilingual Coaches, ESL coach and Administrators  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
<b>Strategy 2:</b> Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers and long term adult subs or tutors (funded by ESSER funds) using MyPath , and Istation Reading Platforms will deliver accelerated instruction, per HB 1416. <b>Strategy's Expected Result/Impact:</b> Increase of students achieving at the meets and masters levels on ELAR STAAR <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 2, 4		Formative		Summative
		Nov	Feb	June



Strategy 3 Details		Reviews		
<b>Strategy 3:</b> Teachers will establish a consistent structure during the balanced literacy block through the use of systematic teaching of phonics, phonological processes, constructed response writing and "Daily 5" independent literacy stations. <b>Strategy's Expected Result/Impact:</b> Academic growth in reading levels and in MAP growth <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 2, 4		Formative		Summative
		Nov	Feb	June
Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Leadership Team will facilitate vertical planning to align school wide goals and reinforce common vocabulary around instruction. <b>Strategy's Expected Result/Impact:</b> Growth on MAP reading <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 2		Formative		Summative
		Nov	Feb	June
Strategy 5 Details		Reviews		
<b>Strategy 5:</b> Teachers will utilize learning targets written in the Content and Language Objectives format for students to have clear expectations of the end learning goal and understand how they are expected to articulate their learning. <b>Strategy's Expected Result/Impact:</b> MAP Reading Growth, increase in performance on district assessments, TELPAS and on STAAR <b>Staff Responsible for Monitoring:</b> Bilingual Coaches, ESL Coach, Instructional Support teachers, and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 4		Formative		Summative
		Nov	Feb	June

Strategy 6 Details		Reviews		
<b>Strategy 6:</b> Teacher teams will engage in collaborative planning utilizing the Collaborative Team Framework during PLCs and extended planning to plan effective tier 1 instruction, assessment, design effective interventions and enrichment opportunities and monitor the achievement of all students by examining student data and tracking student progress. <b>Strategy's Expected Result/Impact:</b> Increase in achievement on MAP reading growth, district assessment and STAAR Increase in teacher efficacy <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 2, 4 - School Processes & Programs 2		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> MAP Reading growth data is not consistent for all students in all grade levels and all Quintiles 1-5. <b>Root Cause:</b> There is an inconsistent implementation of district initiatives and of data driven instruction in grade levels. . The campus professional learning community needs growth in the areas of collaboration, targeted interventions, data tracking for scholars, goal setting and effective progress monitoring. Many teachers plan in isolation and share plans with other teachers. <b>Problem Statement 4:</b> 2023 TELPAS data reveals that 50% or more of Emergent Bilingual students in all grade levels remained at the same language acquisition level for the year instead of progressing at least one level in each domain. 46% of all EBs are at the beginning and intermediate levels. <b>Root Cause:</b> Teachers need to learn how to use language objectives effectively to help students grow in the various domains. Teachers need to become familiar with the TELPAS assessment to see the levels and types of activities that students do for the test so they can better prepare them.
School Processes & Programs
<b>Problem Statement 2:</b> Collaborative teams operate at varying levels of successfully implementing the Collaborative Team Framework and being a true PLC. <b>Root Cause:</b> Varying levels of teacher experience and both teachers and Instructional coaches not having clarity on the roles of the coaches.

**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 32% in 2022 to 35% by June 2024. The Special Education student group performance will increase from 18% in 2022 to 24% by June 2024. The Economically Disadvantaged student group performance will increase from 32% in 2022 to 37% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 28% in 2022 to 31% by June 2024. The Special Education student group performance will increase from 27% in 2022 to 33% by June 2024. The Economically Disadvantaged student group performance will increase from 27% in 2022 to 32% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 35% in 2022 to 38% by June 2024. The Special Education student group performance will increase from 7% in 2022 to 13% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 38% by 2024.

## HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by engaging students in metacognition, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. <b>Strategy's Expected Result/Impact:</b> Writing ,TELPAS Results, Reading, math, and science MAP scores <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist , Bilingual Coaches, ESL coach and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 4	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; teachers and long term adult subs and tutors (funded by ESSER funds) and utilizing tutoring and Dreambox will deliver accelerated instruction, per HB 1416 <b>Strategy's Expected Result/Impact:</b> Increase of students meeting master and meet levels on Math STAAR, higher levels of growth on MAP and higher performance on district assessments. <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Teachers will establish a consistent structure for the use of learning targets as well as spiraling and independent practice during the math block through the use of Daily 3 and math journals. <b>Strategy's Expected Result/Impact:</b> Growth on Math MAP <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1, 4	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Leadership Team will facilitate vertical planning to align school wide goals and reinforce common vocabulary around instruction. <b>Strategy's Expected Result/Impact:</b> Growth on MAP Math <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Teachers will utilize learning targets written in the Content and Language Objectives format for students to have clear expectations of the end learning goal and understand how they are expected to articulate their learning. <b>Strategy's Expected Result/Impact:</b> MAP Math Growth <b>Staff Responsible for Monitoring:</b> Bilingual Coaches, ESL Coach, and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1, 4	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Teacher teams will engage in collaborative planning utilizing the Collaborative Team Framework during PLCs and extended planning to plan effective tier 1 instruction, assessment, design effective interventions and enrichment opportunities and monitor the achievement of all students by examining student data and tracking student progress. <b>Strategy's Expected Result/Impact:</b> Increase in achievement on MAP Math growth, district assessment and STAAR Increase in teacher efficacy <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> School Processes & Programs 2	Formative		Summative
	Nov	Feb	June

Strategy 7 Details	Reviews		
<b>Strategy 7:</b> Teachers will provide hands-on activities and mathematical tools, including individualized Dreambox lessons, base 10 manipulatives, fraction bars and strip diagrams for students to deepen their understanding of number sense. <b>Strategy's Expected Result/Impact:</b> Math MAP Growth increase <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 3	Formative		Summative
	Nov	Feb	June
Strategy 8 Details	Reviews		
<b>Strategy 8:</b> The school will offer after school clubs that will promote STEM education, teamwork, creativity, and critical thinking. The participants will learn to analyze problems, devise strategies, and adapt to changing circumstances, honing their critical thinking abilities. <b>Strategy's Expected Result/Impact:</b> MAP math growth increase <b>Staff Responsible for Monitoring:</b> Robotic Coaches  <b>Title I:</b> 2.4, 2.5	Formative		Summative
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> MAP Math growth data is not consistent for all students in all grade levels and all Quintiles 1-5. <b>Root Cause:</b> There is an inconsistent implementation of district initiatives and of data driven instruction in grade levels. . The campus professional learning community needs growth in the areas of collaboration, targeted interventions, data tracking for scholars, goal setting and effective progress monitoring. Many teachers plan in isolation and share plans with other teachers.
<b>Problem Statement 4:</b> 2023 TELPAS data reveals that 50% or more of Emergent Bilingual students in all grade levels remained at the same language acquisition level for the year instead of progressing at least one level in each domain. 46% of all EBs are at the beginning and intermediate levels. <b>Root Cause:</b> Teachers need to learn how to use language objectives effectively to help students grow in the various domains. Teachers need to become familiar with the TELPAS assessment to see the levels and types of activities that students do for the test so they can better prepare them.
School Processes & Programs
<b>Problem Statement 2:</b> Collaborative teams operate at varying levels of successfully implementing the Collaborative Team Framework and being a true PLC. <b>Root Cause:</b> Varying levels of teacher experience and both teachers and Instructional coaches not having clarity on the roles of the coaches.
<b>Problem Statement 3:</b> Intervention and enrichment not consistently implemented across grade levels. <b>Root Cause:</b> Master schedule does not outline specific times for intervention and enrichment so some teachers do not implement these needed practices.

**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 28% in 2022 to 31% 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 21% in 2022 to 26% by 2024.

**Evaluation Data Sources:** 2024 STAAR Science

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Teachers will build academic language during content instruction by engaging students in metacognition, explicitly teaching academic vocabulary and providing students structured opportunities to use language through BeGLAD, AVID and English language development strategies and structures. <b>Strategy's Expected Result/Impact:</b> Writing ,TELPAS Results, Reading, math, and science MAP scores <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist , Bilingual Coaches, ESL coach and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 3, 4	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Teacher teams will utilize the DDI cycle to plan, deliver, and assess instruction to determine reteach, intervention or enrichment to achieve incremental growth; A Science Electronic Platform (Sirius) used by the students will increase the science achievement. <b>Strategy's Expected Result/Impact:</b> Increase of students meeting master and meet levels on Science STAAR <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 3	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Leadership Team will facilitate vertical planning to align school wide goals and reinforce common vocabulary around instruction. <b>Strategy's Expected Result/Impact:</b> Growth on MAP Science in grades 3-5. <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June



Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Teachers will utilize learning targets written in the Content and Language Objectives format for students to have clear expectations of the end learning goal and understand how they are expected to articulate their learning. <b>Strategy's Expected Result/Impact:</b> MAP Science Growth <b>Staff Responsible for Monitoring:</b> Bilingual Coaches, ESL Coach, and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 3, 4	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Teacher teams will engage in collaborative planning utilizing the Collaborative Team Framework during PLCs and extended planning to plan effective tier 1 instruction, assessment, design effective interventions and enrichment opportunities and monitor the achievement of all students by examining student data and tracking student progress. <b>Strategy's Expected Result/Impact:</b> Increase in achievement on MAP Science growth, district assessment and STAAR Increase in teacher efficacy <b>Staff Responsible for Monitoring:</b> Grade Level Instructional Specialist and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Teachers will establish a consistent structure for the science block through the use of the 5E model, science notebooks to document the CER (claims, evidence, reasoning) process, and the use of essential questions. <b>Strategy's Expected Result/Impact:</b> Growth on Science MAP and increased performance on Science district assessments and on STAAR in 5th Grade <b>Staff Responsible for Monitoring:</b> Bilingual Coaches, ESL Coach, and Administrators  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June

Strategy 7 Details		Reviews		
<b>Strategy 7:</b> The school will offer after school clubs that will promote STEM education, teamwork, creativity, and critical thinking. The participants will learn to analyze problems, devise strategies, and adapt to changing circumstances , honing their critical thinking abilities. <b>Strategy's Expected Result/Impact:</b> Growth on Science MAP <b>Staff Responsible for Monitoring:</b> Robotic coaches  <b>Title I:</b> 2.4, 2.5		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> 3rd and 4th grade Science MAP growth is inconsistent. Students in all quintiles need to experience 120% growth. <b>Root Cause:</b> Science instruction is not at the level of the standards for 3rd and 4th grade. 5th grade shows a MAP a growth measure of 159% on MAP, however, this growth does not transfer to achievement on STAAR. Science investigations need to be implemented starting in Grades 3. Grades 4 and 5 need to spiral in 3rd grade Science TEKS.
<b>Problem Statement 4:</b> 2023 TELPAS data reveals that 50% or more of Emergent Bilingual students in all grade levels remained at the same language acquisition level for the year instead of progressing at least one level in each domain. 46% of all EBs are at the beginning and intermediate levels. <b>Root Cause:</b> Teachers need to learn how to use language objectives effectively to help students grow in the various domains. Teachers need to become familiar with the TELPAS assessment to see the levels and types of activities that students do for the test so they can better prepare them.
School Processes & Programs
<b>Problem Statement 2:</b> Collaborative teams operate at varying levels of successfully implementing the Collaborative Team Framework and being a true PLC. <b>Root Cause:</b> Varying levels of teacher experience and both teachers and Instructional coaches not having clarity on the roles of the coaches.
<b>Problem Statement 3:</b> Intervention and enrichment not consistently implemented across grade levels. <b>Root Cause:</b> Master schedule does not outline specific times for intervention and enrichment so some teachers do not implement these needed practices.

**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.

**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:** All student and individual student group attendance rates will be maintained at 96% or higher.

**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		
<b>Strategy 1:</b> Teachers will establish consistent structures and procedures through the use of CARE time, positive behavior systems, and CHAMPS. Instruction of skills will be supported by an adult temp. (behavior interventionist). <b>Strategy's Expected Result/Impact:</b> Reduce the number discipline incidents entered in 360 <b>Staff Responsible for Monitoring:</b> Administration and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> School Processes & Programs 1		Formative		Summative
		Nov	Feb	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Lack of consistency in implementing expectations, systems, and routines from classroom to classroom and grade to grade. <b>Root Cause:</b> A school wide PBIS (Positive Behavior Intervention Program) is needed for consistency.

**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.



**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.

**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

# SBIC 2023-2024

Committee Role	Name	Position
Administrator	Noline Martin	Principal
Administrator	Maria Gallastegui	Assistant Principal
Community Representative	John Tedford	Principal
Business Representative	Rick Manning	Business Representative
Classroom Teacher	Sharon Williams	Teacher
Business Representative	Rigoberto Tovar	Business Representative
Title I Representative	Amy Durham	Title I Representative
Counselor	Griselda Ruvalcaba	Counselor
Counselor	Rochelle Carter	Counselor
Community Representative	Craig Williams	Community Member
Community Representative	Kay Naidoo	Community Representative
Parent	Maria Escobar	Parent
Parent Liaison	Ana Martinez	parent liaison

# Addendums

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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
<b>2022 # of Students</b>	15	56	8	1	5	0	17	76	5	53	65	22	87
<b>2022</b>	40	50	62	0	40		18	46	60	51	49	50	49
<b>2023</b>	42	52	63	1	41		21	48	61	53	50	51	50
<b>2024</b>	44	54	63	2	41		24	50	61	55	50	53	50
<b>2025</b>	46	56	64	3	42		28	52	62	58	51	55	51
<b>2026</b>	50	60	66	4	44		34	56	64	62	53	58	53
<b>2027</b>	54	64	67	6	45		41	60	65	67	54	61	54

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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

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

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

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

Reading												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	7	42	3	0	3	0	15	51	1	32	30	27	57
<b>2022</b>	57	50	100		67		40	55	100	44	43	63	53
<b>2023</b>	59	52	100		68		43	57	100	46	44	64	54
<b>2024</b>	61	54	100		68		46	59	100	48	44	66	54
<b>2025</b>	63	56	100		69		50	61	100	51	45	68	55
<b>2026</b>	67	60	100		71		56	65	100	55	47	71	57
<b>2027</b>	71	64	100		72		63	69	100	60	48	74	58

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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
<b>2022 # of Students</b>	12	51	12	0	4	0	14	70	2	52	49	31	80
<b>2022</b>	42	43	42		50		7	43	100	42	41	48	44
<b>2023</b>	44	45	43		51		10	45	100	44	42	49	45
<b>2024</b>	46	47	43		51		13	47	100	46	42	51	45
<b>2025</b>	48	49	44		52		17	49	100	49	43	53	46
<b>2026</b>	52	53	46		54		23	53	100	53	45	56	48
<b>2027</b>	56	57	47		55		30	57	100	58	46	59	49

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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
<b>2022 # of Students</b>	34	149	23	1	12	0	46	197	8	137	144	80	224
<b>2022</b>	44	48	57	0	50		22	47	75	46	45	54	48
<b>2023</b>	46	50	58	1	51		25	49	76	48	46	55	49
<b>2024</b>	48	52	58	2	51		28	51	76	50	46	57	49
<b>2025</b>	50	54	59	3	52		32	53	77	53	47	59	50
<b>2026</b>	54	58	61	4	54		38	57	79	57	49	62	52
<b>2027</b>	58	62	62	6	55		45	61	80	62	50	65	53



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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

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

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

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

### Math

### Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	15	56	8	1	5	0	17	76	5	53	65	22	87
<b>2022</b>	33	32	38	0	20		18	32	20	32	31	36	32
<b>2023</b>	36	34	39	1	21		21	34	21	34	32	38	33
<b>2024</b>	39	37	41	3	23		24	37	23	36	34	40	35
<b>2025</b>	42	41	43	5	25		28	41	25	39	36	43	37
<b>2026</b>	48	45	45	7	27		33	45	27	43	38	47	39
<b>2027</b>	54	51	48	10	30		40	51	30	48	41	52	42

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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
<b>2022 # of Students</b>	7	42	3	0	3	0	15	51	1	32	30	27	57
<b>2022</b>	14	26	67		67		27	27	100	31	23	33	28
<b>2023</b>	17	28	68		68		30	29	100	33	24	35	29
<b>2024</b>	20	31	70		70		33	32	100	35	26	37	31
<b>2025</b>	23	35	72		72		37	36	100	38	28	40	33
<b>2026</b>	29	39	74		74		42	40	100	42	30	44	35
<b>2027</b>	35	45	77		77		49	46	100	47	33	49	38

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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
<b>2022 # of Students</b>	12	51	12	0	4	0	14	70	2	52	49	31	80
<b>2022</b>	25	39	17		75		7	33	50	37	41	26	35
<b>2023</b>	28	41	18		76		10	35	51	39	42	28	36
<b>2024</b>	31	44	20		78		13	38	53	41	44	30	38
<b>2025</b>	34	48	22		80		17	42	55	44	46	33	40
<b>2026</b>	40	52	24		82		22	46	57	48	48	37	42
<b>2027</b>	46	58	27		85		29	52	60	53	51	42	45

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
<b>2022 # of Students</b>	34	149	23	1	12	0	46	197	8	137	144	80	224
<b>2022</b>	26	33	30	0	50		17	31	38	34	33	31	32
<b>2023</b>	29	35	31	1	51		20	33	39	36	34	33	33
<b>2024</b>	32	38	33	3	53		23	36	41	38	36	35	35
<b>2025</b>	35	42	35	5	55		27	40	43	41	38	38	37
<b>2026</b>	41	46	37	7	57		32	44	45	45	40	42	39
<b>2027</b>	47	52	40	10	60		39	50	48	50	43	47	42

## HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

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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.

### 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
<b>2022 # of Students</b>	12	51	12	0	4	0	14	70	2	52	49	31	80
<b>2022</b>	17	27	25		50		14	21	100	21	27	29	28
<b>2023</b>	20	29	26		51		17	23	100	23	28	31	29
<b>2024</b>	23	32	28		53		20	26	100	25	30	33	31
<b>2025</b>	26	36	30		55		24	30	100	28	32	36	33
<b>2026</b>	32	41	32		57		29	35	100	32	34	40	35
<b>2027</b>	38	47	35		60		36	41	100	37	37	44	38

## 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	<b>Bullying</b> <b>Staff Prevention</b> <ul style="list-style-type: none"> <li>Identify high risk areas</li> <li>Monitor high risk areas</li> <li>Follow campus rules/expectations</li> </ul> <b>Staff Education</b> <ul style="list-style-type: none"> <li>Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>Review referral process</li> </ul> <b>Staff Intervention</b> <ul style="list-style-type: none"> <li>Establish recommended intervention strategies for classroom/campus</li> <li>Implement campus referral plan</li> <li>Utilize Discipline Management strategies</li> </ul> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <ul style="list-style-type: none"> <li>Apply classroom interventions</li> </ul>	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"> <li>• Employ discipline interventions</li> <li>• Use other intervention strategies as necessary/appropriate</li> <li>• Conference with parents/students</li> </ul>		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>• K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. <a href="#">Campus Wellness Plan</a></li> <li>• K-8 Include at least one Parent on Campus Wellness Team.</li> <li>• 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.</li> <li>• K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>• K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>• 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> <li>• K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors.</li> <li>• 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.</li> <li>• K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>• K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal, Human Resources	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Funding source: State and Local</li> </ul>	ESSA	
Principal, Executive Director for Student and Family Services	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>• Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> </ul>		



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