

Plano Independent School District

Weatherford Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Mission

WE are dedicated to nurturing future leaders by creating a safe, inclusive and diverse learning community.

Core Beliefs

At Weatherford WE believe...

In RESPECT by providing safety, both physically and emotionally

In RESPONSIBILITY by communicating clearly with all stakeholders

In DOING OUR PERSONAL BEST by providing an excellent and equitable experience for all

In PROBLEM SOLVING by creating individualized opportunities for learning

In BEING AN UPSTANDER by empowering students and families to be their best selves

In BEING A CHANGEMAKER by cultivating an environment full of joy, gratitude and love

Vision

Vision

WE at Weatherford will cultivate a family that celebrates diversity, promotes community involvement, and empowers champions of academic and social and emotional success.

Motto

Motto

"Where the love of learning takes flight!"

Mantra

You are safe,
you are loved,
you are a changemaker,
you are a Weatherford Eagle.

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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 28% in 2022 to 29% 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 27% in 2022 to 31% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 54% in 2022 to 55% 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 44% in 2022 to 49% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 43% in 2022 to 44% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 37% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<p>Strategy 1: Grade level team leaders will lead collaborative planning meetings that establish a specific learning target and criteria for success.</p> <p>Strategy's Expected Result/Impact: Teams will have a common Big Picture calendar in order to guide their weekly plans through each unit. Teams will have a guiding document with uniform expectations in order to plan effectively for the learning. Teams will make data-informed decisions in order to create effective lesson plans.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Instructional Coaches</p> <p>Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Team leader self-reflection, guiding document, Admin periodically sitting in with planning, team leaders touching base with instructional coaches - 211 Title I, Part A - \$5,000</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Weatherford Elementary will utilize qualified adult temps as tutors for intensive interventions .</p> <p>Strategy's Expected Result/Impact: Additional supports for intensive intervention will yield growth for students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Title I - 211 Title I, Part A - \$12,000</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Grade level teams will analyze and use data to inform decisions with fidelity using Plano ISD's Collaborative Team Framework.</p> <p>Strategy's Expected Result/Impact: Teams will utilize a common data protocol with which to disaggregate data. Teams will intentionally calendar dates to progress monitor Tier 1, 2, and 3 instruction and discuss results. Teams will use disaggregated data to make informed decisions about instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal, Team Leaders, Instructional Coaches</p> <p>How the Strategy Will be Monitored: Progress monitoring dates on Big Picture calendars, uniform data protocol, Instructional Coaches in data protocol meetings</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Extended Planning Subs - 282 ESSER III - \$1,500</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Teachers will provide high-quality Tier 1 instruction and implement best practices that will support student achievement and close learning gaps.</p> <p>Strategy's Expected Result/Impact: Students will be engaged in structured conversations and collaboration on a daily basis. Teachers will ask in-depth questions in order to engage students in cognitively complex tasks. K-2 teachers will have clarity on best practices in foundational skills instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Instructional Coaches, Classroom Teachers</p> <p>How the Strategy Will be Monitored: Learning Walks, Instructional Rounds</p> <p>Title I: 2.4, 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 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Grade level teams will have common, clearly-defined routines and procedures and hold students accountable for those procedures.</p> <p>Strategy's Expected Result/Impact: Students will be engaged and on task in instruction. Students will be more prepared for instruction. Students will understand and know the cycle of instruction. Students will know and internalize the routines and procedures during both independent and guided instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Instructional Coaches, Classroom Teachers</p> <p>How the Strategy Will be Monitored: Teams will create a "playbook" of expectations, Learning Walks Form</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue

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.

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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 30% in 2022 to 33% by June 2024. The Special Education student group performance will increase from 45% in 2022 to 51% by June 2024. The Economically Disadvantaged student group performance will increase from 27% in 2022 to 32% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 46% in 2022 to 49% by June 2024. The Special Education student group performance will increase from 36% in 2022 to 42% by June 2024. The Economically Disadvantaged student group performance will increase from 38% in 2022 to 43% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 46% in 2022 to 49% by June 2024. The Special Education student group performance will increase from 19% in 2022 to 25% by June 2024. The Economically Disadvantaged student group performance will increase from 39% in 2022 to 44% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
<p>Strategy 1: Grade level teams will utilize bi-weekly reports from multiple data sources to inform and drive Tier 1 small group instruction.</p> <p>Strategy's Expected Result/Impact: Teams will have regular data talk sessions to track program usage and TEKS proficiency to better inform instruction and make changes to student groups.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>How the Strategy Will be Monitored: Big Picture Calendar to include data-informed meetings, maintaining fidelity to the meeting time</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Education Galaxy - 211 Title I, Part A - \$1,500</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Grade level teams will meet monthly to vertically align common strategies, instructional language, and resources.</p> <p>Strategy's Expected Result/Impact: Each grade level will build on previous knowledge and optimize instructional time to accelerate learning by utilizing Lead4Ward documents.</p> <p>Staff Responsible for Monitoring: Team leaders and Instructional Specialists</p> <p>How the Strategy Will be Monitored: Lesson plan review for common language and strategies, walk-through data</p> <p>Title I: 2.5, 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: ASB Sub Codes - 282 ESSER III</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Grade level teams will intentionally plan for the use of resources (manipulatives, supplemental aids, problem-solving flowchart, etc) by modeling instructional delivery during grade level team planning.</p> <p>Strategy's Expected Result/Impact: Increase quality of Tier 1 instruction, optimize student learning, increase alignment of best practices</p> <p>Staff Responsible for Monitoring: Team leaders, Instructional Specialists, Administrators</p> <p>How the Strategy Will be Monitored: Self-monitoring checklists, walk-through data</p> <p>Funding Sources: Additional manipulatives and tools needed - 211 Title I, Part A - \$1,500</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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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 25% in 2022 to 28% by June 2024. The Special Education student group performance will increase from 19% in 2022 to 25% by June 2024. The Economically Disadvantaged student group performance will increase from 18% in 2022 to 23% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
<p>Strategy 1: Grade level team leaders will lead collaborative planning meetings that establish a specific learning target and criteria for success.</p> <p>Strategy's Expected Result/Impact: Teams will have a common Big Picture calendar in order to guide their weekly plans through each unit. Teams will have a guiding document with uniform expectations in order to plan effectively for the learning. Teams will make data-informed decisions in order to create effective lesson plans.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leaders, Instructional Coaches</p> <p>Title I: 2.4, 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Team leader self-reflection, guiding document, Admin periodically sitting in with planning, team leaders touching base with instructional coaches - 211 Title I, Part A - \$5,000</p>	Formative		Summative
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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.

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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 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.

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

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					\$5,058.00
+/- Difference					\$5,058.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,266.00
+/- Difference					\$1,266.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Team leader self-reflection, guiding document, Admin periodically sitting in with planning, team leaders touching base with instructional coaches		\$5,000.00
1	1	2	Title I		\$12,000.00
1	2	1	Education Galaxy		\$1,500.00
1	2	3	Additional manipulatives and tools needed		\$1,500.00
1	3	1	Team leader self-reflection, guiding document, Admin periodically sitting in with planning, team leaders touching base with instructional coaches		\$5,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$221,850.00
+/- Difference					\$196,850.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Extended Planning Subs		\$1,500.00
1	2	2	ASB Sub Codes		\$0.00
1	3	2	Extended Planning Subs		\$1,500.00
Sub-Total					\$3,000.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$5,500.00
				+/- Difference	\$2,500.00
				Grand Total Budgeted	\$233,674.00
				Grand Total Spent	\$28,000.00
				+/- Difference	\$205,674.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Weatherford

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	4	31	17	1	5	0	11	33	2	33	49	11	60
2022	75	23	29	0	20		18	27	0	18	31	18	28
2023	77	25	30	1	21		21	29	1	20	32	19	29
2024	79	27	30	2	21		24	31	1	22	32	21	29
2025	81	29	31	3	22		28	33	2	25	33	23	30
2026	85	33	33	4	24		34	37	4	29	35	26	32
2027	89	37	34	6	25		41	41	5	34	36	29	33

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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	8	25	22	0	4	0	14	32	1	24	39	22	61
2022	50	36	73		50		43	44	100	25	62	41	54
2023	52	38	74		51		46	46	100	27	63	42	55
2024	54	40	74		51		49	48	100	29	63	44	55
2025	56	42	75		52		53	50	100	32	64	46	56
2026	60	46	77		54		59	54	100	36	66	49	58
2027	64	50	78		55		66	58	100	41	67	52	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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	4	34	20	0	3	0	16	33	5	32	41	22	63
2022	50	35	55		67		25	33	60	34	49	32	43
2023	52	37	56		68		28	35	61	36	50	33	44
2024	54	39	56		68		31	37	61	38	50	35	44
2025	56	41	57		69		35	39	62	41	51	37	45
2026	60	45	59		71		41	43	64	45	53	40	47
2027	64	49	60		72		48	47	65	50	54	43	48

HB3 Campus Goals - All Grades STAAR at Meets Standard

Weatherford

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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											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	16	90	59	1	12	0	41	98	8	89	129	55	184
2022	56	31	54	0	42		29	35	50	26	46	33	42
2023	58	33	55	1	43		32	37	51	28	47	34	43
2024	60	35	55	2	43		35	39	51	30	47	36	43
2025	62	37	56	3	44		39	41	52	33	48	38	44
2026	66	41	58	4	46		45	45	54	37	50	41	46
2027	70	45	59	6	47		52	49	55	42	51	44	47

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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	4	31	17	1	5	0	11	33	2	33	49	11	60
2022	50	26	35	0	20		45	27	0	18	31	27	30
2023	53	28	36	1	21		48	29	1	20	32	29	31
2024	56	31	38	3	23		51	32	3	22	34	31	33
2025	59	35	40	5	25		55	36	5	25	36	34	35
2026	65	39	42	7	27		60	40	7	29	38	38	37
2027	71	45	45	10	30		67	46	10	34	41	43	40

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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	8	25	22	0	4	0	14	32	1	24	39	22	61
2022	12	36	64		50		36	38	100	29	59	23	46
2023	15	38	65		51		39	40	100	31	60	25	47
2024	18	41	67		53		42	43	100	33	62	27	49
2025	21	45	69		55		46	47	100	36	64	30	51
2026	27	49	71		57		51	51	100	40	66	34	53
2027	33	55	74		60		58	57	100	45	69	39	56

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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	4	34	20	0	3	0	16	33	5	32	41	22	63
2022	25	38	60		67		19	39	40	31	56	27	46
2023	28	40	61		68		22	41	41	33	57	29	47
2024	31	43	63		70		25	44	43	35	59	31	49
2025	34	47	65		72		29	48	45	38	61	34	51
2026	40	51	67		74		34	52	47	42	63	38	53
2027	46	57	70		77		41	58	50	47	66	43	56

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2022 # of Students	16	90	59	1	12	0	41	98	8	89	129	55	184
2022	25	33	54	0	42		32	35	38	26	47	25	41
2023	28	35	55	1	43		35	37	39	28	48	27	42
2024	31	38	57	3	45		38	40	41	30	50	29	44
2025	34	42	59	5	47		42	44	43	33	52	32	46
2026	40	46	61	7	49		47	48	45	37	54	36	48
2027	46	52	64	10	52		54	54	48	42	57	41	51

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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	4	34	20	0	3	0	16	33	5	32	41	22	63
2022	0	9	50		67		19	18	40	9	27	23	25
2023	3	11	51		68		22	20	41	11	28	25	26
2024	6	14	53		70		25	23	43	13	30	27	28
2025	9	18	55		72		29	27	45	16	32	30	30
2026	15	23	57		74		34	32	48	20	34	34	32
2027	21	29	60		77		41	38	52	25	37	38	35

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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