

Plano Independent School District
Rose Haggar Elementary
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Rose Haggar is home to Pre-K-5th grade Mariners, where staff believe in teaching, inspiring, and growing the whole child. [#haggarlearns](#)

Vision

-

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rose Haggar is a Title I Pre-K through 5th grade campus. Low SES rate is consistently around 45%. The student community is diverse culturally, socially, and religiously. The campus serves several apartment complexes as well as a homeless shelter.

Demographics Strengths

The campus has an active and supportive parent community. The diversity in the student population allows our students to build understanding of the diversity in our community and in our world.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 22-23 school year, the campus served approximately 80 students who qualify under the McKinney Vento act.

Problem Statement 2: Economically disadvantaged rate is 45%.

Student Learning

Student Learning Summary

Haggar Elementary Goals Including HB3 Goals: Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

While student quintile groups do exhibit some growth, the campus overall is performing below district performance standards. Grade levels show varied strengths and areas for improvement in math and reading between quintile groups.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and Math MAP indicates that 60% or less in each grade level met projected growth measure.

Problem Statement 2: The percentage of students attaining limited growth as measured by STAAR is as follows: 4th grade math: 28%; 4th grade reading: 16%; 5th grade math: 25%; 5th grade reading: 12%.

School Processes & Programs

School Processes & Programs Summary

Guiding Coalitions meet to discuss best practices and vertical alignment around four main pillars: Literacy, Mathematics, SEL & Equity, Innovation & Differentiation.

Collaborative Teams meet to "unpack the TEKS"; feedback routinely requested and used to incorporate teacher voice in decision making; campus-wide use of Instructional Expectations; Professional Learning used to address school's instructional priorities; consistent meetings of Student Support Teams and MTSS team; Character Education strategies are embedded in instruction

School Processes & Programs Strengths

Use of Title I & Comp Ed funds to provide additional math and reading support for students across grade levels with emphasis on HB4545/HB1416

T-TESS reflects that most teachers are performing at the Proficient level or higher in all domains

Collaborative Teams meet regularly to plan instruction as well as formative assessments

Teachers are asked to provide feedback on various topics multiple times during the school year

Campus-wide use of Character Education strategies

Guiding Coalitions to share leadership and enhance use of best practices across grade levels and content areas

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Campus data conversations place emphasis on ideas for tiered intervention rather than quality of Tier I instruction.

Problem Statement 2: Social emotional and behavioral supports and programs may need to be amplified to meet student needs.

Perceptions

Perceptions Summary

Most staff and students feel safe at school; staff surveys indicate that staff feels supported; parents who responded to a quick parent survey feel supported; parents have also reported that RMH staff is welcoming and that they are happy attending our school; We use Character Strong and restorative practices; we use funds and opportunities through Title I to connect with parents and provide materials for continued learning at home

Perceptions Strengths

Expectations are communicated during conferences and in the classroom

Campus safety audit indicates that our school was safe, and visitors were checked in using a government ID and monitored throughout the building

Accomplishments are celebrated by teachers and students school-wide

Surveys are offered to parents for them to fill out to get their input and feedback

Staff take advantage of grant opportunities to provide for students and community (i.e. Pets in the Classroom, Brighter Bites, PISD Ed Foundation, Food4Kids)

Student leadership and mentoring opportunities are provided to strengthen relationships

Active volunteer community

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent engagement opportunities and workshops are not consistently well attended.

Priority Problem Statements

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 66% in 2022 to 67% 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 45% in 2022 to 49% 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 22% in 2022 to 28% by June 2024. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 33% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 66% in 2022 to 67% by June 2024. The Special Education student group performance will increase from 42% in 2022 to 48% by June 2024. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 49% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Teacher teams will use the Rose Haggar Snapshot and Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, engage students, and determine intervention/extension needs for students. Strategy's Expected Result/Impact: Student academic growth as measured by MAP. Staff Responsible for Monitoring: Campus Instructional Leaders, Grade Level Team Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers will participate in instructional rounds to observe strategies on the Rose Haggar Snapshot and to discuss effective teaching. Strategy's Expected Result/Impact: Teachers will have an opportunity to observe and collaborate about effective instructional practices. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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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 44% in 2022 to 47% 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 xx% in 2022 to xx% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 41% in 2022 to 44% by June 2024. The Special Education student group performance will increase from 22% in 2022 to 28% by June 2024. The Economically Disadvantaged student group performance will increase from 19% in 2022 to 24% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 39% in 2022 to 42% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 19% in 2022 to 24% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details		Reviews		
Strategy 1: Teacher teams will use the Rose Haggar Snapshot and Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, engage students, and determine intervention/extension needs for students. Strategy's Expected Result/Impact: Student academic growth as measured by MAP. Staff Responsible for Monitoring: Campus Instructional Leaders, Grade Level Team Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative		Summative
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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 36% in 2022 to 39% by June 2024. The Special Education student group performance will increase from 17% in 2022 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 19% in 2022 to 24% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Teacher teams will use the Rose Hagggar Snapshot and Collaborative Team Framework through PLC meetings and extended planning to review and interpret data, develop lessons, engage students, and determine intervention/extension needs for students. Strategy's Expected Result/Impact: Student academic growth as measured by MAP. Staff Responsible for Monitoring: Campus Instructional Leaders, Grade Level Team Leaders Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
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Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

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

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





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

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

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

Performance Objective 1: Students will have access to leadership development opportunities.

Evaluation Data Sources: Student participation data, survey data

Strategy 1 Details	Reviews		
Strategy 1: Students will attend a student council leadership workshop through TEPSA. Strategy's Expected Result/Impact: Leadership skill development for Student Council students & advisors; networking with other student leaders in the district Staff Responsible for Monitoring: Student Council Sponsors Funding Sources: - 211 Title I, Part A - \$1,742	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

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

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

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

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

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





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

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

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

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

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details		Reviews		
Strategy 1: RMH will partner with Plano Attendance Review Board and the CARE team to increase the attendance rate of chronically absent students. Strategy's Expected Result/Impact: Improved attendance Staff Responsible for Monitoring: Assistant Principal		Formative		Summative
		Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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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		
Strategy 1: Rose Haggar will utilize a positive reward system (Mariner Money). We will continue the use of our House System to recognize students positive behavior choices. Strategy's Expected Result/Impact: Decreased office referrals in Review 360. Staff Responsible for Monitoring: Campus Leadership		Formative		Summative
		Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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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.

Strategy 1 Details		Reviews		
Strategy 1: Students will receive age-appropriate substance abuse education during Red Ribbon Week. The school counselor will also provide lessons and support as needed throughout the school year. Strategy's Expected Result/Impact: Increase of awareness on campus Staff Responsible for Monitoring: School counselor		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

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

Strategy 1 Details		Reviews		
Strategy 1: Rose Haggar will use Character Strong for character education K-5. Counselor will provide anti-bullying guidance lessons in all grade levels. Strategy's Expected Result/Impact: Decrease in bullying incidents Staff Responsible for Monitoring: Campus Leadership	Formative		Summative	
	Nov	Feb	June	
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

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

Strategy 1 Details		Reviews		
Strategy 1: Rose Haggar threat assessment team will participate in the required Threat Assessment training during the school year. All incidents requiring a threat assessment will be completed per district policy. Strategy's Expected Result/Impact: Team will be knowledgeable in Threat Assessment protocol and all documentation will meet district policy. Staff Responsible for Monitoring: Principal		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

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

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

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

DIP - 5.4 Federal and State Mandates

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,710.00
+/- Difference					\$2,710.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$384.00
+/- Difference					\$384.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,742.00
Sub-Total					\$1,742.00
Budgeted Fund Source Amount					\$167,040.00
+/- Difference					\$165,298.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,665.00
+/- Difference					\$5,665.00
Grand Total Budgeted					\$175,799.00
Grand Total Spent					\$1,742.00
+/- Difference					\$174,057.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggar

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	12	21	40	0	13	0	20	29	3	15	76	22	98
2022	58	33	80		85		45	45	67	67	72	45	66
2023	60	35	81		86		48	47	68	69	73	46	67
2024	62	37	81		86		51	49	68	71	73	48	67
2025	64	39	82		87		55	51	69	74	74	50	68
2026	68	43	84		89		61	55	71	78	76	53	70
2027	72	47	85		90		68	59	72	83	77	56	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggar

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

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

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

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

Reading												Grade 4	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	11	34	0	9	0	9	21	3	8	58	10	68
2022	36	45	59		78		22	29	100	38	55	50	54
2023	38	47	60		79		25	31	100	40	56	51	55
2024	40	49	60		79		28	33	100	42	56	53	55
2025	42	51	61		80		32	35	100	45	57	55	56
2026	46	55	63		82		38	39	100	49	59	58	58
2027	50	59	64		83		45	43	100	54	60	61	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggar

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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	18	21	29	0	6	0	12	31	3	8	55	25	80
2022	33	57	83		100		42	45	67	50	73	52	66
2023	35	59	84		100		45	47	68	52	74	53	67
2024	37	61	84		100		48	49	68	54	74	55	67
2025	39	63	85		100		52	51	69	57	75	57	68
2026	43	67	87		100		58	55	71	61	77	60	70
2027	47	71	88		100		65	59	72	66	78	63	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggar

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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	41	53	103	0	28	0	41	81	9	31	189	57	246
2022	41	45	74		86		39	41	78	55	67	49	63
2023	43	47	75		87		42	43	79	57	68	50	64
2024	45	49	75		87		45	45	79	59	68	52	64
2025	47	51	76		88		49	47	80	62	69	54	65
2026	51	55	78		90		55	51	82	66	71	57	67
2027	55	59	79		91		62	55	83	71	72	60	68

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggar

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

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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	12	21	40	0	13	0	20	29	3	15	76	22	98
2022	17	14	52		85		25	21	67	40	53	14	44
2023	20	16	53		86		28	23	68	42	54	16	45
2024	23	19	55		88		31	26	70	44	56	18	47
2025	26	23	57		90		35	30	72	47	58	21	49
2026	32	27	59		92		40	34	74	51	60	25	51
2027	38	33	62		95		47	40	77	56	63	30	54

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haggar

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

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

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

Math												Grade 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	11	11	34	0	9	0	9	21	3	8	58	10	68
2022	9	36	47		67		22	19	100	38	43	30	41
2023	12	38	48		68		25	21	100	40	44	32	42
2024	15	41	50		70		28	24	100	42	46	34	44
2025	18	45	52		72		32	28	100	45	48	37	46
2026	24	49	54		74		37	32	100	49	50	41	48
2027	30	55	57		77		44	38	100	54	53	46	51

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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	18	21	29	0	6	0	12	31	3	8	55	25	80
2022	11	29	48		83		33	19	67	25	47	20	39
2023	14	31	49		84		36	21	68	27	48	22	40
2024	17	34	51		86		39	24	70	29	50	24	42
2025	20	38	53		88		43	28	72	32	52	27	44
2026	26	42	55		90		48	32	74	36	54	31	46
2027	32	48	58		93		55	38	77	41	57	36	49

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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
2022 # of Students	41	53	103	0	28	0	41	81	9	31	189	57	246
2022	12	25	50		79		27	20	78	35	48	19	41
2023	15	27	51		80		30	22	79	37	49	21	42
2024	18	30	53		82		33	25	81	39	51	23	44
2025	21	34	55		84		37	29	83	42	53	26	46
2026	27	38	57		86		42	33	85	46	55	30	48
2027	33	44	60		89		49	39	88	51	58	35	51

HB3 Campus Goals - All Grades STAAR at Meets Standard

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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.

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	18	21	29	0	6	0	12	31	3	8	55	25	80
2022	11	33	52		50		17	19	67	25	40	28	36
2023	14	35	53		51		20	21	68	27	41	30	37
2024	17	38	55		53		23	24	70	29	43	32	39
2025	20	42	57		55		27	28	72	32	45	35	41
2026	26	47	59		57		32	33	75	36	47	39	43
2027	32	53	62		60		39	39	79	41	50	43	46

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

	<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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