

Plano Independent School District

Stinson Elementary

2023-2024 Improvement Plan

Board Approval Date: October 3, 2023

Mission Statement

Stinson will inspire and empower every student to achieve their unique potential.

Vision

STUDENTS are at the heart of ALL of our decisions.

TEACHERS are responsive to the needs of ALL our learners.

ALL students will have access to an engaging, innovative, and supportive learning environment with high expectations.

RESPECT and responsibility are essential to and expected in our school community.

STINSON welcomes family and community partnerships that support the education and needs of our students.

Core Beliefs

1. ALL students are at the heart of our decisions.
2. High expectations lead to growth and achievement for each student and staff member.
3. All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.
4. The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.
5. Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.
6. We embrace families, staff, students, and our community in the shared responsibility of educating our children.
7. Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.

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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.	23
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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.	25
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	31

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- mCLASS reading assessment data
- Student Success Initiative (SSI) data for Grades 5
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data via TELPAS, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- MTSS and Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records and related Review 360 data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- HRS survey data
- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Demographics

Demographics Summary

Stinson Elementary is in Plano ISD, a Collin County district with 44 elementary schools, 13 middle schools, 7 high schools, 3 senior high schools, and a Virtual Academy. Stinson Elementary serves a diverse student population in grades K-5 with a wide array of languages spoken. In the 2021-2022 school year, total enrollment was approximately 550 students.

Stinson provides services to students with special education needs and houses the Elevate and Connect special education programs. Stinson prides itself in having a low staff turnover, however, as new staff are hired, we offer a welcoming onboarding process to help them become acclimated with the campus and learn the systems and processes at Stinson, as well as Plano ISD. This onboarding process includes teacher mentors to support new staff all throughout the year. There is a range of three to four teachers per grade level and Stinson also employs support specialists that include an Instructional Specialist, Dyslexia Teacher, ESL Coach, PACE, and Library Media Specialist.

What makes Stinson unique is the close community that is committed to ensuring all students and families feel a sense of belonging. The parents, community, and teachers strive to offer inclusive events that bring the community together throughout the year. The Stinson PTA and campus staff collaborate on an ongoing basis and reflect to monitor the effectiveness and success of events attended.

Demographics Strengths

- Highly involved community/PTA
- Low student mobility (9.0%) compared to district (10.4%) and state (13.6%)
- Diverse student population:
 - African American 9.6%
 - Hispanic 10.5%
 - White 33.0%
 - American Indian 0.4%
 - Asian 42.1%
 - Two or More Races 4.4%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of economically disadvantaged students has increased from 7.0% during the 2017-2018 school year to 18.6% during the 2021-2022 school year. **Root Cause:** Continued impact from COVID, as well as an increase in the mobility rate and other socio-economic factors.

Problem Statement 2 (Prioritized): Staff have cited a need for more campus-wide systems related to character education and student management. **Root Cause:** Student needs in this area continue to require additional supports in order to ensure instructional time is not lost.

Student Learning

Student Learning Summary

(see tables in the addendum): 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

Student Learning Strengths

Stinson is a campus that, historically, performs above that of both the district at state on STAAR at all levels of performance. The majority of Stinson students perform in the top 2 quintiles on local assessments (MAP). Students are actively engaged in academics both on and off campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The economically disadvantaged, emergent bilingual and special education populations all performed below that of the campus at the Meets level of STAAR in all content areas. **Root Cause:** These populations continue to increase on campus, so additional training and systems on best practices is needed

Problem Statement 2 (Prioritized): 2nd and 4th grade students saw limited growth on Fall-Spring MAP testing in both areas. **Root Cause:** Additional support during collaborative team planning is needed.

Problem Statement 3 (Prioritized): Quintiles 1-3 on the PGR in the areas of Math and Reading are consistently below the district average and recommended growth **Root Cause:** Teachers have difficulty finding/utilizing resources for targeted enrichment.

School Processes & Programs

School Processes & Programs Summary

Stinson incorporates the following programs and processes into the daily operations of our school in order to ensure the parents, staff, and students are well-informed, feel welcomed and valued, teachers and staff are working in a continual improvement model, and data analysis is incorporated into a consistent schedule for monitoring the progress of our goals.

- Special Education, Dyslexia, ELL, and G/T support programs
- New teacher mentoring program to include processes for Year 1 teachers and tailored processes for Year 2 teachers and experienced teachers new to Plano
- Professional Learning Communities processes to include: PISD Collaborative Team Framework & Collaborative Team Planning once a week
- Multi-Tiered Support Systems (MTSS) and Student Support Teams (SST) meet regularly to review data and create individualized learning and support plans based on needs of students
- Ongoing data analysis by campus administrators, team leaders, and MTSS team members
- Data analysis meetings with grade level teachers after each district/state assessment to develop new instructional plans to help meet the needs of all students
- Instructional coaching model to support classroom teachers in their professional growth
- Character Education program to include community circle with specific guiding questions to meet the needs of each unique classroom/students
- Extended Planning Time for classroom teachers (once per semester)
- Staff surveys are an effective means of gauging climate, professional development needs, etc.

School Processes & Programs Strengths

Stinson is recognized for having a positive school culture. The community is at the heart of providing support in an effort to ensure all stakeholders are valued and students and families have successful elementary school years' experiences.

Stinson has a strong PTA presence and intentionally plans events that will connect and support all community members.

Last year, Stinson implemented weekly PLC (Collaborative Team Planning Meetings) where administrators attend every meeting to provide structure and support. Grade level teams are given the autonomy to select which PLC question(s) will be their focus. Pre-arranged dates have been scheduled throughout the year to meet with the district assessment department to review unit assessments, MAP and running records data. In addition, the Stinson leadership team, along with grade level teachers and professional staff have developed a master calendar of meeting dates, which includes a schedule to review data to inform instruction. These meetings are scheduled a minimum of 8 times a year.

Staff morale is an important aspect of the culture at Stinson. There are improved efforts to support our staff, including intentional time for team planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teams are still operating at various levels of autonomy regarding the PLC process **Root Cause:** Staff is still familiarizing themselves with the PLC framework

Problem Statement 2 (Prioritized): Student management issues impact instructional time **Root Cause:** Lack of campus-wide systems/training on behavior management

Problem Statement 3 (Prioritized): Student tardiness/absenteeism negatively impact student learning **Root Cause:** Lack of home systems, parent education regarding the importance of attendance.

Perceptions

Perceptions Summary

Stinson Elementary is a neighborhood school that prides itself on a strong connection between the school and community to create a family environment. Stinson is a place where learners and their families feel loved and valued. The staff at Stinson implement Star Cards to help highlight positive character traits that students exemplify throughout their day.

Family involvement is a key component to learner success, and it is imperative that we support parents by creating a positive climate that is communicative in nature allowing the school and family to work as partners in the educational process. Stinson families have many opportunities in which they can support the students, teachers, and community such as Watch DOGS, Book Fair, Fall/Spring Picnics, Spirit Nights, and Field Trip chaperones. It is through these partnerships that students recognize the importance of the partnership between the parents and teachers at Stinson.

Perceptions Strengths

At Stinson Elementary, we believe the following are strengths of our safe and collaborative culture:

- Collaborative Team Planning: weekly, norms, agenda, data-driven, student-centered
- MTSS/SST: ongoing meetings, student-centered, solution-oriented, progress monitoring, the timeline for updates on progress.
- Communication methods between home and school and PTA
- Data Team: meets regularly to review campus-wide data and shares with staff to offer feedback on progress
- Safety and security procedures are well-known and consistent
- Staff and parents enjoy school-wide events

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a discrepancy between the number of positive v teacher managed incidents in Review 360 **Root Cause:** Student behaviors in the classroom have increased in recent years.

Priority Problem Statements

Problem Statement 1: Teams are still operating at various levels of autonomy regarding the PLC process

Root Cause 1: Staff is still familiarizing themselves with the PLC framework

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 2nd and 4th grade students saw limited growth on Fall-Spring MAP testing in both areas.

Root Cause 2: Additional support during collaborative team planning is needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The economically disadvantaged, emergent bilingual and special education populations all performed below that of the campus at the Meets level of STAAR in all content areas.

Root Cause 3: These populations continue to increase on campus, so additional training and systems on best practices is needed

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Quintiles 1-3 on the PGR in the areas of Math and Reading are consistently below the district average and recommended growth

Root Cause 4: Teachers have difficulty finding/utilizing resources for targeted enrichment.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Student management issues impact instructional time

Root Cause 5: Lack of campus-wide systems/training on behavior management

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Student tardiness/absenteeism negatively impact student learning

Root Cause 6: Lack of home systems, parent education regarding the importance of attendance.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Staff have cited a need for more campus-wide systems related to character education and student management.

Root Cause 7: Student needs in this area continue to require additional supports in order to ensure instructional time is not lost.

Problem Statement 7 Areas: Demographics

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 80% in 2023 to 81% by June 2024. The Special Education student group performance will increase from 53% in 2022 to 59% by June 2024. The Economically Disadvantaged student group performance will increase from 65% in 2022 to 69% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2022 to 69% by June 2024. The Special Education student group performance will increase from 23% in 2022 to 29% by June 2024. The Economically Disadvantaged student group performance will increase from 38% in 2022 to 42% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 84% in 2022 to 85% by June 2024. The Special Education student group performance will increase from 60% in 2022 to 66% by June 2024. The Economically Disadvantaged student group performance will increase from 73% in 2022 to 77% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Continued participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments. Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments. Staff Responsible for Monitoring: grade level teachers/team leaders, instructional specialist, admin Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs. Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade-level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs. Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP/STAAR, mCLASS data, and reading records. Staff Responsible for Monitoring: data team, classroom teachers Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Follow-up coaching, including modeling/observations/feedback, will occur in grades K-5 to ensure fidelity in the implementation of small group targeted reading and other balanced literacy components learned from the Reading Academy for K-3. Strategy's Expected Result/Impact: Increased performance on reading records, mCLASS, MAP/STAAR Staff Responsible for Monitoring: Instructional Specialist Problem Statements: Student Learning 1, 2	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in reading with Emergent Bilinguals (ELLs/EBs) Special Education and Economically Disadvantaged student groups. Strategy's Expected Result/Impact: Increased performance on reading records, mCLASS, MAP/STAAR Staff Responsible for Monitoring: ESL Specialist/Coach, special education teachers, classroom teachers Problem Statements: Student Learning 1, 3	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Implement Heggerty phonics instruction in K-2 Strategy's Expected Result/Impact: Increased performance on reading records, mCLASS Problem Statements: Student Learning 3	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Utilize data/feedback from campus walkthroughs, which are connected to the campus snapshot, to develop 'just in time' professional learning for staff. Strategy's Expected Result/Impact: Strong implementation of research based instructional strategies, resulting in increased student achievement Staff Responsible for Monitoring: administration, PLC chairs Problem Statements: Student Learning 1, 3	Formative		Summative
	Nov	Feb	June
Strategy 7 Details	Reviews		
Strategy 7: Campus wide 'instructional rounds' to allow staff to model/observe research based instructional strategies. Strategy's Expected Result/Impact: More consistent implementation of research based instructional strategies, resulting in increased student achievement Staff Responsible for Monitoring: instructional specialist, classroom teachers Problem Statements: School Processes & Programs 1	Formative		Summative
	Nov	Feb	June

Strategy 8 Details	Reviews		
Strategy 8: Quarterly meetings with Assessment, Research and Program Evaluation during PLC, analyzing student data and developing plan for targeted instruction. Strategy's Expected Result/Impact: Increased knowledge of student performance and more targeted instruction, resulting in accelerated academic growth Staff Responsible for Monitoring: ARPE, classroom teachers Problem Statements: Student Learning 2, 3	Formative		Summative
	Nov	Feb	June
Strategy 9 Details	Reviews		
Strategy 9: Utilize ESSER and other campus funds to provide teachers with substitutes in order to have extended planning. Strategy's Expected Result/Impact: More collaborative team time, allowing teams to plan targeted intervention/enrichment for all students Staff Responsible for Monitoring: classroom teachers, administration, Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The economically disadvantaged, emergent bilingual and special education populations all performed below that of the campus at the Meets level of STAAR in all content areas. Root Cause: These populations continue to increase on campus, so additional training and systems on best practices is needed Problem Statement 2: 2nd and 4th grade students saw limited growth on Fall-Spring MAP testing in both areas. Root Cause: Additional support during collaborative team planning is needed. Problem Statement 3: Quintiles 1-3 on the PGR in the areas of Math and Reading are consistently below the district average and recommended growth Root Cause: Teachers have difficulty finding/utilizing resources for targeted enrichment.
School Processes & Programs
Problem Statement 1: Teams are still operating at various levels of autonomy regarding the PLC process Root Cause: Staff is still familiarizing themselves with the PLC framework

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 76% in 2022 to 79% by June 2024. The Special Education student group performance will increase from 59% in 2022 to 65% by June 2024. The Economically Disadvantaged student group performance will increase from 65% in 2022 to 70% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 47% in 2022 to 50% by June 2024. The Special Education student group performance will increase from 23% in 2022 to 29% by June 2024. The Economically Disadvantaged student group performance will increase from 22% in 2022 to 27% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 71% in 2022 to 74% 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 53% in 2022 to 58% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: Continued participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments. Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments. Staff Responsible for Monitoring: grade level teachers/team leaders, instructional specialist, admin Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs. Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade-level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs. Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP/STAAR, Dreambox and AMC data. Staff Responsible for Monitoring: data team, classroom teachers Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Follow-up coaching, including modeling/observations/feedback, will occur in grades K-5 to ensure fidelity in the implementation of small group targeted math instruction. Strategy's Expected Result/Impact: Increased performance on unit assessments, Dreambox, AMC, and MAP/STAAR Staff Responsible for Monitoring: Instructional Specialist Problem Statements: Student Learning 1, 2	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in math with Emergent Bilinguals (ELLs/EBs) Special Education and Economically Disadvantaged student groups. Strategy's Expected Result/Impact: Increased performance on unit assessments, Dreambox, AMC, and MAP/STAAR Staff Responsible for Monitoring: ESL Specialist/Coach, special education teachers, classroom teachers Problem Statements: Student Learning 1, 3	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Utilize data/feedback from campus walkthroughs, which are connected to the campus snapshot, to develop 'just in time' professional learning for staff. Strategy's Expected Result/Impact: Strong implementation of research based instructional strategies, resulting in increased student achievement Staff Responsible for Monitoring: administration, PLC chairs Problem Statements: Student Learning 3	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Campus wide 'instructional rounds' to allow staff to model/observe research based instructional strategies. Strategy's Expected Result/Impact: More consistent implementation of research based instructional strategies, resulting in increased student achievement Staff Responsible for Monitoring: instructional specialist, classroom teachers Problem Statements: Student Learning 1, 3	Formative		Summative
	Nov	Feb	June
Strategy 7 Details	Reviews		
Strategy 7: Quarterly meetings with Assessment, Research and Program Evaluation during PLC, analyzing student data and developing plan for targeted instruction. Strategy's Expected Result/Impact: Increased knowledge of student performance and more targeted instruction, resulting in accelerated academic growth Staff Responsible for Monitoring: ARPE, classroom teachers Problem Statements: School Processes & Programs 1	Formative		Summative
	Nov	Feb	June

Strategy 8 Details	Reviews		
Strategy 8: Utilize ESSER and other campus funds to provide teachers with substitutes in order to have extended planning. Strategy's Expected Result/Impact: More collaborative team time, allowing teams to plan targeted intervention/enrichment for all students Staff Responsible for Monitoring: classroom teachers, administration, Problem Statements: Student Learning 2, 3	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The economically disadvantaged, emergent bilingual and special education populations all performed below that of the campus at the Meets level of STAAR in all content areas. Root Cause: These populations continue to increase on campus, so additional training and systems on best practices is needed Problem Statement 2: 2nd and 4th grade students saw limited growth on Fall-Spring MAP testing in both areas. Root Cause: Additional support during collaborative team planning is needed. Problem Statement 3: Quintiles 1-3 on the PGR in the areas of Math and Reading are consistently below the district average and recommended growth Root Cause: Teachers have difficulty finding/utilizing resources for targeted enrichment.
School Processes & Programs
Problem Statement 1: Teams are still operating at various levels of autonomy regarding the PLC process Root Cause: Staff is still familiarizing themselves with the PLC framework

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 67% in 2022 to 70% by June 2024. The Special Education student group performance will increase from 47% in 2022 to 53% by June 2024. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 52% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Continued participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments. Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments. Staff Responsible for Monitoring: grade level teachers/team leaders, instructional specialist, admin Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Establish a campus-wide system to utilize data analysis tools for data-driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs. Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade-level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs. Increased student achievement as a result of the implementation of research-based instructional strategies, measured by MAP/STAAR, and unit assessments. Staff Responsible for Monitoring: data team, classroom teachers Problem Statements: School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in reading with Emergent Bilinguals (ELLs/EBs) Special Education and Economically Disadvantaged student groups. Strategy's Expected Result/Impact: Increased performance on unit assessments, MAP/STAAR Staff Responsible for Monitoring: ESL Specialist/Coach, special education teachers, classroom teachers Problem Statements: Student Learning 1, 2	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: Utilize data/feedback from campus walkthroughs, which are connected to the campus snapshot, to develop 'just in time' professional learning for staff. Strategy's Expected Result/Impact: Strong implementation of research based instructional strategies, resulting in increased student achievement Staff Responsible for Monitoring: administration, PLC chairs Problem Statements: Student Learning 1, 3	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Campus wide 'instructional rounds' to allow staff to model/observe research based instructional strategies. Strategy's Expected Result/Impact: More consistent implementation of research based instructional strategies, resulting in increased student achievement Staff Responsible for Monitoring: instructional specialist, classroom teachers Problem Statements: Student Learning 3	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Quarterly meetings with Assessment, Research and Program Evaluation during PLC, analyzing student data and developing plan for targeted instruction. Strategy's Expected Result/Impact: Increased knowledge of student performance and more targeted instruction, resulting in accelerated academic growth Staff Responsible for Monitoring: ARPE, classroom teachers Problem Statements: Student Learning 1, 3	Formative		Summative
	Nov	Feb	June
Strategy 7 Details	Reviews		
Strategy 7: Utilize ESSER and other campus funds to provide teachers with substitutes in order to have extended planning. Strategy's Expected Result/Impact: More collaborative team time, allowing teams to plan targeted intervention/enrichment for all students Staff Responsible for Monitoring: classroom teachers, administration, Problem Statements: School Processes & Programs 1	Formative		Summative
	Nov	Feb	June

Strategy 8 Details	Reviews		
Strategy 8: Utilize ESSER and other campus funds to provide teachers with substitutes in order to have extended planning. Strategy's Expected Result/Impact: More collaborative team time, allowing teams to plan targeted intervention/enrichment for all students Staff Responsible for Monitoring: classroom teachers, administration, Problem Statements: Student Learning 3 - School Processes & Programs 1	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
Problem Statement 1: The economically disadvantaged, emergent bilingual and special education populations all performed below that of the campus at the Meets level of STAAR in all content areas. Root Cause: These populations continue to increase on campus, so additional training and systems on best practices is needed Problem Statement 2: 2nd and 4th grade students saw limited growth on Fall-Spring MAP testing in both areas. Root Cause: Additional support during collaborative team planning is needed. Problem Statement 3: Quintiles 1-3 on the PGR in the areas of Math and Reading are consistently below the district average and recommended growth Root Cause: Teachers have difficulty finding/utilizing resources for targeted enrichment.
School Processes & Programs
Problem Statement 1: Teams are still operating at various levels of autonomy regarding the PLC process Root Cause: Staff is still familiarizing themselves with the PLC framework

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

Strategy 1 Details		Reviews		
Strategy 1: Develop systems for engaging families in a better understanding of the importance of attendance. Provide additional support to the economically disadvantaged population, whose attendance rate (96.8) is below that of the campus rate of 98.2% (2020-2021 data) Strategy's Expected Result/Impact: Improved attendance rates Staff Responsible for Monitoring: attendance clerk, administration, counselor Problem Statements: School Processes & Programs 3		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Student tardiness/absenteeism negatively impact student learning Root Cause: Lack of home systems, parent education regarding the importance of attendance.

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		
Strategy 1: Campus will implement a character education program, Character Strong, aimed at creating common language/expectations related to the Character Education TEKS Strategy's Expected Result/Impact: reduced discipline incidents Staff Responsible for Monitoring: administration, classroom teachers Problem Statements: Demographics 2 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Create and implement a school wide system for positive behaviors (STAR cards) Strategy's Expected Result/Impact: increased positive behavior referrals in Review 360, decreased incident reports Problem Statements: Demographics 2 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June

Strategy 3 Details		Reviews		
Strategy 3: The MTSS team will be identified, trained in the district processes/procedures, and delineate a system for Stinson that ensures all students' social-emotional and academic needs are met. Student Support Plans will be developed as needed, and implemented with fidelity Strategy's Expected Result/Impact: Increased student achievement in social-emotional or academic areas of need as measured by district and state assessments. Staff Responsible for Monitoring: MTSS coordinator/team Problem Statements: School Processes & Programs 2		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Staff have cited a need for more campus-wide systems related to character education and student management. Root Cause: Student needs in this area continue to require additional supports in order to ensure instructional time is not lost.
School Processes & Programs
Problem Statement 2: Student management issues impact instructional time Root Cause: Lack of campus-wide systems/training on behavior management

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

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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	9	8	30	0	46	0	17	17	0	27	84	10	94
2022	67	62	73		89		53	65		74	81	70	80
2023	69	64	74		90		56	67		76	82	71	81
2024	71	66	74		90		59	69		78	82	73	81
2025	73	68	75		91		63	71		81	83	75	82
2026	77	72	77		93		69	75		85	85	78	84
2027	81	76	78		94		76	79		90	86	81	85

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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	13	36	0	34	0	13	24	1	20	68	33	101
2022	18	92	69		71		23	38	100	75	76	52	68
2023	20	94	70		72		26	40	100	77	77	53	69
2024	22	96	70		72		29	42	100	79	77	55	69
2025	24	98	71		73		33	44	100	82	78	57	70
2026	28	100	73		75		39	48	100	86	80	60	72
2027	32	100	74		76		46	52	100	91	81	63	73

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

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

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	16	9	22	0	32	0	15	15	2	26	67	16	83
2022	75	56	77		100		60	73	100	85	88	69	84
2023	77	58	78		100		63	75	100	87	89	70	85
2024	79	60	78		100		66	77	100	89	89	72	85
2025	81	62	79		100		70	79	100	92	90	74	86
2026	85	66	81		100		76	83	100	96	92	77	88
2027	89	70	82		100		83	87	100	100	93	80	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

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

Reading												All Grades	
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	36	30	88	0	112	0	45	56	3	73	219	59	278
2022	56	73	73		87		47	55	100	78	82	59	77
2023	58	75	74		88		50	57	100	80	83	60	78
2024	60	77	74		88		53	59	100	82	83	62	78
2025	62	79	75		89		57	61	100	85	84	64	79
2026	66	83	77		91		63	65	100	89	86	67	81
2027	70	87	78		92		70	69	100	94	87	70	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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
2022 # of Students	9	8	30	0	46	0	17	17	0	27	84	10	94
2022	78	50	70		83		59	65		74	76	70	76
2023	81	52	71		84		62	67		76	77	72	77
2024	84	55	73		86		65	70		78	79	74	79
2025	87	59	75		88		69	74		81	81	77	81
2026	93	63	77		90		74	78		85	83	81	83
2027	99	69	80		93		81	84		90	86	86	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

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

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	13	36	0	33	0	13	23	1	20	68	32	100
2022	9	62	44		52		23	22	100	55	53	34	47
2023	12	64	45		53		26	24	100	57	54	36	48
2024	15	67	47		55		29	27	100	59	56	38	50
2025	18	71	49		57		33	31	100	62	58	41	52
2026	24	75	51		59		38	35	100	66	60	45	54
2027	30	81	54		62		45	41	100	71	63	50	57

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

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

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	16	9	22	0	32	0	15	15	2	26	67	16	83
2022	44	56	73		88		33	53	100	81	73	62	71
2023	47	58	74		89		36	55	100	83	74	64	72
2024	50	61	76		91		39	58	100	85	76	66	74
2025	53	65	78		93		43	62	100	88	78	69	76
2026	59	69	80		95		48	66	100	92	80	73	78
2027	65	75	83		98		55	72	100	97	83	78	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

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

Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	36	30	88	0	111	0	45	55	3	73	219	58	277
2022	42	57	60		75		40	44	100	71	68	48	64
2023	45	59	61		76		43	46	100	73	69	50	65
2024	48	62	63		78		46	49	100	75	71	52	67
2025	51	66	65		80		50	53	100	78	73	55	69
2026	57	70	67		82		55	57	100	82	75	59	71
2027	63	76	70		85		62	63	100	87	78	64	74

HB3 Campus Goals - All Grades STAAR at Meets Standard

Stinson

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

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

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

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

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	16	9	22	0	32	0	15	15	2	26	67	16	83
2022	38	56	82		75		47	47	100	69	70	56	67
2023	41	58	83		76		50	49	100	71	71	58	68
2024	44	61	85		78		53	52	100	73	73	60	70
2025	47	65	87		80		57	56	100	76	75	63	72
2026	53	70	89		82		62	61	100	80	77	67	74
2027	59	76	92		85		69	67	100	85	80	71	77