Plano Independent School District

Forman Elementary

2020-2021

Board Approval Date: October 20, 2020

Mission Statement

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

Vision

All student will experience daily growth.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Plano ISD provides resources in the form of Chromebooks and other technologies to help reach students in our schools. This addresses the 21st Century Learning Skills. Forman has shown tremendous growth in the areas of approaching math and reading at a 70% range. Forman has implemented the Dual Language program to meet the needs of our students (44% bilingual, 16% ESL, 40% for the current school year).

Demographics Strengths

We need to increase the number of students who achieve at a higher level in STAAR across subject areas so that we have more students reaching the master and meets level. We need to analyze STAAR items to identify students' needs by accountability groups. We need to address At Risk students' needs and act with a sense of urgency for them to reach the maximum academic and social-emotional growth. We need to focus on growing all our 3rd, 4th and 5th graders in the areas of math, science and reading and on closing gaps.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Address students' needs with appropriate identification and programming of all services such as PACE, 504/CMIT, Dyslexia. **Root Cause:** Lack of vertical collaboration.

Student Learning

Student Learning Summary

Forman Elementary Goals Including HB3 Goals: (see tables in 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

School Processes & Programs

School Processes & Programs Summary

Due to the public health situation, safety and health are top priorities this year. The following measures have been put into place to mitigate contagion and avoid students' and staff co-mingling.

Duty rosters clearly outlined so that all students are adequately supervised and appropriately distanced during meals in the classroom.

All professional learning and staff meetings are provided via Zoom or TEAMS to avoid staff co-mingling.

Students attend small group instruction with various layers of PPE to mitigate close contact.

Specialists and Title I support teachers work with only one grade level to limit exposure to the broad population.

Seating charts for all classes, specials and small groups ensure students are being puled as much as possible with classmates. When not possible, proximity is limited and time increments of under 15 minutes maintained.

Dismissal is staggered and distributed throughout the building exits to avoid large gathering of students.

Designated restrooms are assigned to a maximum of two grade levels with schedules in place to avoid large gathering of students.

Enrichment staff have devised a plan to provide after school enrichment via virtual platforms.

Community Liaison and Social Worker offer parent classes through Zoom.

School Processes & Programs Strengths

Data-driven supports in place for all students.

Programs and enrichment programs offered at different times and virtually to encourage students' and parents' participation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are lacking access to quality after school supervision and programming. Parents need to be involved in school through family programs. **Root Cause:** There is a need for after school enrichment programs and clubs and parent involvement programs offered at different times.

Perceptions

Perceptions Summary

There is a need of collaborative teams meetings across the campus: for example vertical teams, campus leadership, content/subject meetings. There is a need for staff to plan collaborative and analyze data using the DDI protocol.

Perceptions Strengths

Grade level collaborative meetings are taking place at least once a week. There is a need to follow the DDI protocol during team collaboration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Team collaborative planning using the DDI protocol **Root Cause:** Lack of team planning focus

Priority Problem Statements

Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: 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 Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Forman 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% in 2019 to 47% by June 2021. The Special Education student group performance will increase from 20% in 2019 to 23% in 2021. The African American student group performance will increase from 31% in 2019 to 35% in 2021.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2021 STAAR Reading - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use common formative assessments and essential standards to discuss best instructional practices during planning to determine next steps in students demonstrating mastery of skills.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Common Formative Assessment Results Walkthrough Data **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	65%

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative teams will utilize language building tools and processes to help focus on student learning.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Writing TELPAS Results Reading, math, and science results **Staff Responsible for Monitoring:** ESL Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	70%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers use of the DDI cycle to determine targeted instruction for students to achieve incremental growth.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on reading and math STAAR **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	60%	70%	70%

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will use administrative feedback to continuously improve their balanced literacy block and effective delivery of guided reading.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Reading growth in reading levels and MAP **Staff Responsible for Monitoring:** Instructional Specialist ESL Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	50%	55%

Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will utilize SEL strategies to meet students social and emotional needs such that they feel safe, seen and thrive.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Academic growth in reading **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	50%	60%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Goal 1: 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 Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Forman students that score Meets grade level or above on STAAR Reading 3-5 will increase from 41% in 2019 to 43% by June 2021. The Special Education student group performance will increase from 17% in 2019 to 20% in 2021. The African American student group performance will increase from 31% in 2019 to 35% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Reading

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use common formative assessments and essential standards to discuss best instructional practices during planning to determine next steps in students demonstrating mastery of skills.	**Formative**		
Strategy's Expected Result/Impact: Common Formative Assessment Results Walkthrough Data **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**June**
	50%	60%	65%

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative teams will utilize language building tools and processes to help focus on student learning.	**Formative**		
Strategy's Expected Result/Impact: TELPAS Results Reading, math and science results **Staff Responsible for Monitoring:** ESL Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**June**
	50%	60%	70%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers use of the DDI cycle to determine targeted instruction for students to achieve incremental growth.	**Formative**		
Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on reading and math STAAR **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	**Nov**	**Feb**	**June**
	60%	70%	70%

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will use administrative feedback to continuously improve their balanced literacy block and effective delivery of guided reading.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Growth in reading levels Growth in MAP reading **Staff Responsible for Monitoring:** Instructional Specialist Administrators ESL Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	50%	55%

Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will utilize SEL strategies to meet students social and emotional needs such that they feel safe, seen and thrive.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Academic growth in reading **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	50%	60%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Goal 1: 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 Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Forman students that score Meets grade level or above on STAAR Writing 4 will increase from 25% in 2019 to 27% by June 2021. The English Learner student group performance will increase from 22% in 2019 to 25% in 2021. The Economically Disadvantaged student group performance will increase from 23% in 2019 to 28% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Writing

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative teams will utilize language building tools and processes to help focus on student learning.	**Formative**		
Strategy's Expected Result/Impact: Common Formative Assessment Results and Walkthrough Data	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	65%

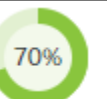| Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative teams will utilize language building tools and processes to help focus on student learning.	**Formative**		
Strategy's Expected Result/Impact: Writing, TELPAS Results Reading, Math, and Science results.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: ESL Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	70%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers use of the DDI cycle to determine targeted instruction for students to achieve incremental growth.	**Formative**		
Strategy's Expected Result/Impact: Increase of students meeting masters and meet levels on reading and math STAAR	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	60%	70%	70%

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will use administrative feedback to continuously improve their writing instruction.	Formative		
Strategy's Expected Result/Impact: weekly writing sample feedback.	Nov	Feb	June
Staff Responsible for Monitoring: Specialist and Admin **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	60%	70%	75%

Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will utilize SEL strategies to meet students social and emotional needs such that they feel safe, seen and thrive.	Formative		
Strategy's Expected Result/Impact: Academic growth in all subject areas.	Nov	Feb	June
Staff Responsible for Monitoring: Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	50%	60%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Goal 2: 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 2019 to 2021.

Performance Objective 1: HB3 - The percent of Forman 3rd grade students that score meets grade level or above on STAAR Math will increase from 40% in 2019 to 41% by June 2021. The African American student group performance will increase from 25% in 2019 to 29% in 2021. The White student group performance will increase from 27% in 2019 to 28% in 2021.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2021 STAAR Math - 3rd Grade

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use common formative assessments and essential standards to discuss best instructional practices during planning to determine next steps in students demonstrating mastery of skills.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Common Formative Assessments results Walkthrough Data **Staff Responsible for Monitoring:** Instructional Specialists **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	65%

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative teams will utilize language building tools and processes to help focus on student learning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: TELPAS results Reading, math, and science results **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	70%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers use of the DDI cycle to determine targeted instruction for students to achieve incremental growth.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase number of students meeting master and meet levels on reading and math STAAR **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	60%	65%	65%

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will use administrative feedback to continuously improve their use of number talks to increase number sense and mathematical problem solving .	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Math level growth Math MAP **Staff Responsible for Monitoring:** Administrator **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	40%	50%

Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will utilize SEL strategies to meet students social and emotional needs such that they feel safe, seen and thrive.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Academic Growth in all subject areas **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	40%	50%	60%

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will use Dream-box at a minimum of twice weekly to increase knowledge of mathematical tools and processes.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Math STAAR and MAP growth **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	70%	70%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Goal 2: 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 2019 to 2021.
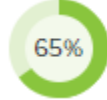
Performance Objective 2: The percent of Forman students that score Meets grade level or above on STAAR Math 3-5 will increase from 53% in 2019 to 54% by June 2021. The Special Education student group performance will increase from 37% in 2019 to 40% in 2021. The African American student group performance will increase from 31% in 2019 to 35% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Math

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use common formative assessments and essential standards to discuss best instructional practices during planning to determine next steps in students demonstrating mastery of skills.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Common Formative Assessment Results Walkthrough Data **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	65%

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative teams will utilize language building tools and processes to help focus on student learning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: TELPAS results Reading, math and science results **Staff Responsible for Monitoring:** ESL Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	65%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers use of the DDI cycle to determine targeted instruction for students to achieve incremental growth.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on reading and math STAAR **Staff Responsible for Monitoring:** Instructional Specialist **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	65%

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will use administrative feedback to continuously improve their use of number talks to increase number sense and mathematical problem solving .	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Math growth in MAP and STAAR math **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	40%	50%

Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will utilize SEL strategies to meet students social and emotional needs such that they feel safe, seen and thrive.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Academic Growth in Math, Reading and Science **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	60%	60%

Strategy 6 Details	Formative Reviews		
Strategy 6: Teachers will use Dream-box at a minimum of twice weekly to increase knowledge of mathematical tools and processes.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Map and STAAR growth **Staff Responsible for Monitoring:** Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	50%	70%	70%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

Goal 3: 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 2019 to 2021.
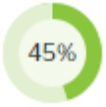
Performance Objective 1: The percent of Forman students that score Meets grade level or above on STAAR Science 5 will increase from 58% in 2019 to 60% by June 2021. The Special Education student group performance will increase from 21% in 2019 to 23% in 2021. The African American student group performance will increase from 30% in 2019 to 34% in 2021.

    Targeted or ESF High Priority

    Evaluation Data Sources: 2021 STAAR Science

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use common formative assessments and essential standards to discuss best instructional practices during planning to determine next steps in students demonstrating mastery of skills.	**Formative**		
Strategy's Expected Result/Impact: Common Formative Assessment Results	**Nov**	**Feb**	**June**

Walkthrough Data
    Staff Responsible for Monitoring: Instructional Specialist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**
    Problem Statements: Student Learning 1
	50%	60%	65%

Strategy 2 Details	Formative Reviews		
Strategy 2: Collaborative teams will utilize language building tools and processes to help focus on student learning.	**Formative**		
Strategy's Expected Result/Impact: Writing	**Nov**	**Feb**	**June**

TELPAS Results
    Reading, Math, and Science Results
    Staff Responsible for Monitoring: ESL
    Instructional Specialist
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**
    Problem Statements: Student Learning 1
	50%	60%	65%

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers use of the DDI cycle to determine targeted instruction for students to achieve incremental growth.	**Formative**		
Strategy's Expected Result/Impact: Increase of students meeting master and meet levels on reading and math STAAR	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Instructional Specialist
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy**
    Problem Statements: Student Learning 1
	50%	60%	65%

Strategy 4 Details	Formative Reviews

Strategy 4 Details			
Strategy 4: Teachers will provide hands on activities while using science process standards to guide instruction.	**Formative**		
Strategy's Expected Result/Impact: Reading growth in reading levels and MAP	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Specialist ESL Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	45%	50%	55%

Strategy 5 Details	Formative Reviews

Strategy 5 Details			
Strategy 5: Staff will utilize SEL strategies to meet students social and emotional needs such that they feel safe, seen and thrive.	**Formative**		
Strategy's Expected Result/Impact: Academic growth in all subject areas	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 1	40%	50%	60%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Reading: There is a gap between the All student group Meets performance level on STAAR Reading (41%) and the Special Education (17%) student group. o Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (37%) student group. o Writing: There is a gap between the All student group Meets performance level on STAAR Writing (25%) and the English Learner (22%) and Economically Disadvantaged (23%) student groups. o Science: There is a gap between the All student group Meets performance level on STAAR Science (58%) and the Special Education (21%) and English Learner (57%) student groups.

2020-21 SBIC

Committee Role	Name	Position
Parent	Maria Hidalgo	Parent
Paraprofessional	Ana Martinez	Parent Liaison
Administrator	Jon Jamar	Assistant Principal
Classroom Teacher	Lisa Olney	Teacher
Administrator	Carmen Casamayor-Ryan	Principal
Administrator	Maria Gallastegui	Assistant Principal
Community Representative	Markus Lloyd	Community Member
Parent	Lakia Davis	Parent
Parent	Gaby Fontalvo	Parent
Community Representative	Stephanie Torresi	Community Member
Parent	Maria Bolanos	Parent
Title I Representative	Amy Durham	Support Staff
Business Representative	Rigoberto Tovar	Business
Business Representative	Rick Manning	Business
Classroom Teacher	Monica Ramos	Teacher
Classroom Teacher	Tania Santiago	Teacher
Classroom Teacher	Katy Arguello	Teacher
Classroom Teacher	Sharon Williams	Teacher
Classroom Teacher	Clint Hosey	Teacher

Addendums

Forman - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 25% in 2019 to 27% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
26% 2019 Baseline: 25%	27%	29%	31%	33%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	19	50	*	43	*	*	36	23	*	22	26	22	25
2020	34	21	50	*	43	*	*	37	25	*	23	26	23	26
2021	37	23	51	*	44	*	*	38	28	*	25	27	25	27
2022	40	27	51	*	44	*	*	40	32	*	28	27	27	29
2023	44	31	52	*	45	*	*	43	37	*	31	28	30	31
2024	49	37	54	*	47	*	*	46	43	*	36	30	33	33
2019-2021	4	4	1	*	1	*	*	2	5	*	3	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Forman - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 58% in 2019 to 60% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
59% 2019 Baseline: 58%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	30	60	58	*	*	*	*	21	59	60	57	58	60	58
2020	31	61	58	*	*	*	*	22	60	61	58	58	61	59
2021	34	64	58	*	*	*	*	23	63	62	59	58	62	60
2022	37	66	59	*	*	*	*	25	66	64	60	59	64	61
2023	41	70	59	*	*	*	*	28	70	66	62	59	66	62
2024	46	75	60	*	*	*	*	31	75	69	65	60	69	63
2019-2021	4	4	0	*	*	*	*	2	4	2	2	0	2	2

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	16	43	11					5	58		39	60	18	78
2019	31	47	55					20	48		54	48	33	45
2020	33	49	55					21	50		56	48	34	46
2021	35	52	56					23	53		58	49	36	47
2022	38	55	57					25	57		60	50	38	49
2023	42	60	58					27	62		64	51	41	51
2024	47	65	59					30	68		68	52	45	53

District Goals for Grade 3 STAAR

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students	16	43	11					5	58		39	60	18	78
2019	25	44	27					20	40		49	40	39	40
2020	27	46	27					21	42		50	40	40	41
2021	29	48	28					23	44		51	41	41	41
2022	32	51	28					25	47		53	41	43	42
2023	36	55	29					27	51		55	42	45	44
2024	41	60	30					30	56		58	43	48	45

District Goals for Grade 3 STAAR

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

HB3 Campus Goals - All Grades STAAR at Meets Standard

Forman

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	31	42	41		36		86	17	43	45	43	44	34	41
2020	33	44	41		36		87	18	45	46	45	44	35	42
2021	35	47	42		37		89	20	48	48	47	45	37	43
2022	38	50	43		38		90	22	52	50	49	46	39	45
2023	42	55	44		39		93	24	57	53	53	47	42	47
2024	47	60	45		40		96	27	63	56	57	48	46	49

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	31	58	38		57		86	37	53	45	60	53	51	53
2020	33	60	38		57		87	38	55	46	61	53	52	54
2021	35	62	39		58		88	40	57	47	62	54	53	54
2022	38	65	39		58		89	42	60	49	64	54	55	55
2023	42	69	40		59		90	44	64	51	66	55	57	57
2024	47	74	41		60		92	47	69	54	69	56	60	58

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
Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● 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.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● 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. **Fitness** ● 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. **Physical Activity Requirements** ● 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. ● K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● 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	**Parent Involvement** ● 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 ● 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		