

# Plano Independent School District

## Rasor Elementary

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 20, 2020

# Mission Statement

Rasor Elementary, with the community, will give us a safe, caring place to learn and reach our dreams.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rasor Elementary is a twenty-seven-year-old, K to 5th grade Title I campus in Plano ISD located in Plano, TX. The City of Plano is a part of the Dallas-Fort Worth Metropolitan area and is located approximately 20 miles North of downtown Dallas. Plano is one of the most populous and diverse cities in Texas and is home to many corporate headquarters and businesses. Rasor Elementary, located in Central Feeder pattern of Plano ISD, is predominantly a neighborhood school. Approximately 40% of the student population resides in the subdivisions surrounding the school. Additionally, there are 4 bus routes that bring students from 10 apartment complexes located within a 3-mile radius from the school. While Plano ISD overall is seeing a decline in the elementary age population, the student population at Rasor Elementary has stayed steady at approximately 450 students. This diverse campus has many student groups. The African American student population, currently the largest student population group at Rasor, has increased to 28.6% while the White student population has decreased from 29.8% to 28.4% within the last 3 years. Hispanic students, also a growing student group, account for 19.7% of the student population and Asian students for 15.4%. There are 6.8% claiming Two or More Races.

The last published (2016-2017) mobility rate for Rasor Elementary was 23.3%, well above the district and state averages (10.7% and 16% respectively). According to district data sources, the current mobility rate at Rasor is closer to 28%. Attendance rates at Rasor have stayed consistent over the last 3 years. At 95.9%, the attendance rate is on par with District and State averages. Rasor Elementary's student groups include 20.4% English Learners, 5.8% Gifted and Talented, and 11.5% Special Education. Additionally, the District Free and Reduced % Report for the 2019 fiscal year shows that 56% of the student population at Rasor Elementary is Economically Disadvantaged.

Rasor Elementary School employs high-quality, talented staff. The growing student population has created new positions for 3 teachers and 1 instructional support/paraprofessional commencing in the 2019-2020 school year. These are in addition to 1 teacher and 1 paraprofessional who started at Rasor Elementary in September 2018. Rasor Elementary is fortunate to have a dedicated and increasingly diverse staff with a relatively low turnover rate among staff members. The campus frequently adds new employees due to the growth in student population.

### Demographics Strengths

Attendance rate of 95.9%.

Well qualified and experienced teachers for our students.

Diversity in student population.

We celebrate diversity. The Rasor International Fair is a major celebration of our diversity.

We build relationships through Family Circle Time in the morning.

We make families feel welcome.

The Food For Kids program to support our students and community.

Title I Staff to provide greater support.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause:** We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.

# Student Learning

## Student Learning Summary

**Rasor 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.

According to the Texas Education Agency (TEA), Rasor Elementary School has a 2019 Campus Accountability overall score of 81 (Letter Grade B). This is an increase from the 2018 Campus Accountability overall score of 79 (Letter Grade C). The overall score is based on the school's performance in three different areas, or domains: Students Achievement, School Progress, and Closing the Gaps.

In the domain of Student Achievement, Rasor increased its accountability score from 80 to 82. The Student Achievement domain is based on STAAR performance only (grades 3, 4, and 5) and informs us how much students know and are able to do at the end of the year. The School Progress domain informs how students are performing over time and compares that progress to similar schools. This domain is based upon Academic Growth and Relative Performance and the higher of Growth or Performance is used to determine the School Progress score. Rasor scored a 67 in Academic Growth in 2019 as compared to a score of 80 in 2018. This decrease is the basis for Rasor's Campus Improvement Plan for the 2019-2020 school year. In the area of relative performance, Rasor increased its score from 79 in 2018 to 83 in 2019. The Closing the Gaps domain tells us how well different populations of students on the campus are performing. Rasor scored a 76 in 2019, a decrease from the 2018 score of 77.

## Student Learning Strengths

There is an increase in Texas English Language Proficiency Assessment System (TELPAS) scores from 2nd to 3rd grade in speaking, reading, and writing.

Kindergarten continues to find strategies to improve reading scores on the MAP assessment.

First grade students grew, but some students did not meet their projected end-of-year goal. Many of the students who did not meet their projected end-of-year goal were within 1 or 2 points of their projected score.

Overall 2nd grade students who received interventions met their growth goals.

In 3rd grade, students did well on approaches, meets, and masters levels on the Reading and Math STAAR; all students demonstrated growth.

In 4th grade, 78% students met their projected end-of-year goal in math; 62% students met their projected end-of-year goal in reading

In 5th grade, students who did not meet their projected end-of-year goal demonstrated growth.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause:** We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

**Problem Statement 2:** Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause:** We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.

# School Processes & Programs

## School Processes & Programs Summary

It is the goal of Rasor Elementary to support the learning of all its students through effective instruction in every classroom. The school is an AVID campus and all instructional staff is trained in using AVID strategies to build students' strengths. In the 2018-2019 school year, Rasor staff embraced the High Reliability Schools (HRS) Level 1 Protocol for collaborative team planning setting the stage for instructional conversations aimed at increasing student achievement.

Our curriculum is designed to infuse literacy throughout the day. The schedule is set with allotted times throughout the school day for guided reading, writing workshop, Words Their Way, learning centers, as well as a literacy content block. In addition, our K-5 classes utilize units that assist our teachers in planning literacy instruction that integrates reading and writing skills in all content areas. These resources serve as a tool for linking instruction to the Texas Essential Knowledge and Skills (TEKS). Overall, Rasor staff has an abundance of district and campus resources available to them for increasing student achievement. The school has a literacy library that houses instructional materials to support student learning. Additional resources and monthly training/updates are provided by the campus AVID coordinator. Intervention resources that target students with learning gaps are utilized most effectively on the campus. Rasor continues to work towards providing more enrichment opportunities to students.

Updated technology has been infused into each classroom. The students also use iPads and Google Chromebooks to reinforce skills, conduct research, and complete classroom assignments. We offer a one-to-one computer initiative in Grades K-5. Each student has his/her own Google Chromebook for the length of the school day. The school uses various educational websites to assist students in mastering skills in language arts literacy, mathematics, and science. Plano ISD schools assess our students through an online testing program called Measures of Academic progress (MAP). These assessments include math, reading, science, and language arts and are aligned with the TEKS. This computer adaptive assessment provides various levels of questioning based on the student's responses. The results are analyzed to drive instruction and monitor student growth towards their Projected Growth Scores. The school's focus on developing the whole child, integrates a robust curriculum that also includes social studies, health, music, art, library skills, and physical education.

The school supports the learning of special populations of students by offering PACE instruction for gifted and talented students, Special Education services (including Speech services) for students with disabilities, interventions for Tier 3 students provided by Reading Specialists, interventions for Tier 3 students provided by a Title 1 Math Intervention Specialist, services for students with Dyslexia, and ESL instruction for English Learners provided by a Campus Specialist (and in every classroom by an ESL-certified classroom teacher). In addition to 4 paraprofessionals who work with the Special Education teachers, Rasor has two paraprofessionals who assist reading and math intervention specialists in providing targeted instruction to students with gaps in their learning. In the 2018-2019 school year, the school was able to hire a part-time adult tutor using its Title III funds to provide interventions/small group instruction to immigrant students. In order to meet the social and emotional needs of its students, Rasor partners with a local church to provide mentorship for students who require positive adult interaction.

In order to assure that our students feel safe, our faculty has taken a proactive approach to ensure that bullying is not tolerated. Our school counselor provides classroom lessons at all grade levels to teach students the procedures to identify, report and prevent harassment, intimidation and bullying. This information is also shared with staff and parents through trainings and workshops respectively. Our students also participate in school assemblies to reinforce anti-bullying and character education.

## School Processes & Programs Strengths

Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum and student achievement.

Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Individual accomplishments of teachers/staff members have been adequately acknowledged and celebrated through the year.

Data shows that the interventions provided to students with gaps in learning are successful.

Small Intervention groups for Science in 5th grade led to a significant growth in student achievement on the Science MAP and STAAR Assessments.

Additional instructional support in science provided by adult temps showed growth across all grade levels.

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

**Problem Statement 1:** MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause:** We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

**Problem Statement 2:** Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause:** We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.

# Perceptions

## Perceptions Summary

Rasor Elementary exhibits a culture of inclusivity where staff strive to build relationships with all students, other staff members, and parents. Staff members work cohesively, collaboratively, and demonstrate respect for each other. Campus and staff survey data supports that Rasor is a Professional Learning Community with flourishing collaborative teams in place. The faculty and staff perceive the school environment as safe and orderly.

Overall, students seem to like school as evidenced by Rasor's 95.9% attendance rate. The attendance however has marginally decreased in recent years with an increase in the number of students arriving late to school. Transportation issues are cited as the primary reason for student tardiness. While misbehavior and discipline issues are handled swiftly and appropriately, Rasor has seen an overall increase in chronic misbehavior resulting in classroom disruptions. Staff perceives that behavioral expectations are not consistent in every classroom and that when classroom management is not sufficient to manage chronic misbehavior and disruption, it affects student achievement. A grade-by-grade comparison of student achievement and growth summary data indicates that in grade levels with fewer chronic behavior problems, students are able to meet/exceed their expected growth goals.

At Rasor, partnerships with parents and the community are valued and cherished. The school has a small, yet active, PTA that supports the school, teachers, and students in many ways. In the 2018-2019 school year, the PTA paid for student field trips for all grade levels, supported most after-school events such as Literacy Night, STEAM Night, and International Night, organized monthly teacher appreciation events, and installed a butterfly garden and multiple benches in the student playground. The PTA Board has traditionally had a tough time recruiting parents to take on leadership positions and often find that the Board as well as the PTA is represented by the same parents every year. Generally, Rasor parents are willing to help the school out with time, materials, and volunteer support. In order to support parents who face time constraints due to their work hours, parent involvement events have been strategically organized to take place after school hours. In an effort to put parents at ease in the school setting, consistent efforts have been made to invite parents into the school through Good Morning Rasor and other assemblies, chaperone requests for field trips, grade-level family PE Nights, and several other volunteer opportunities.

## Perceptions Strengths

The school follows through on behavior issues.

Teachers invest in families.

Class Dojo, used by some of the staff, is a great way to follow up with families.

Based on the HRS Level 1 comparison data:

- The faculty and staff perceive the school environment as safe and orderly

Based on Teacher/Staff Surveys:

- Rasor is a Professional Learning Community with flourishing collaborative teams in place.

Based on Campus Walk-Through Data:

- In 97% walkthroughs, students observed could articulate their learning goals.
- In 64% walkthroughs, teachers were observed using technology to present lessons.

- In 35% walkthroughs, teachers were observed to be using learning games and writing/drawing as evidence of learning.

Based on parent/community quick data surveys:

- 100% of parents who participated in the surveys, find Rasor staff friendly and helpful.
- 80% of parents are comfortable with calling their child's teacher with concerns and indicated that they had productive parent-teacher conferences.
- All parents surveyed indicated that Rasor is a safe place.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause:** We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.

# Priority Problem Statements

**Problem Statement 1:** MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals.

**Root Cause 1:** We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas.

**Root Cause 2:** We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.

**Problem Statement 2 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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

- TTESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Action research results

# Goals

Revised/Approved: September 3, 2020

**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 Rasor 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% in 2019 to 52% by June 2021. The Economically Disadvantaged student group performance will increase from 22% in 2019 to 27% in 2021. The African American student group performance will increase from 41% in 2019 to 45% in 2021.

## HB3 Goal

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Consistent and effectively planned Guided Reading Groups in every ELA classroom. <b>Strategy's Expected Result/Impact:</b> Reading Records <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use Literacy Footprints by Jan Richardson, Rigby Levelled Readers (HMH) for guided reading instruction in all grade levels. <b>Strategy's Expected Result/Impact:</b> Reading Records <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1 - Student Learning 1	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use Edugence unit assessments for grades 3rd-5th to inform instruction <b>Strategy's Expected Result/Impact:</b> Unit Assessment Data <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Effective use of HMH Phonics in K-2nd grade classrooms. <b>Strategy's Expected Result/Impact:</b> Reading Records <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Hire 1 full-time professional Title 1 teacher for instructional support and academic enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Hire 3 Title 1 paraprofessionals for academic support/enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Effective use of Education Galaxy learning software (including "Lift off" for Tier II and III students) in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Utilize the collaborative team planning protocol campus-wide with fidelity. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Team Leaders, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Implement the campus-wide use of common formative assessments in a consistent and effective manner in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Data Meeting Protocol- analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Razor will focus on strengthening the home-school connection through virtual and in-person parent involvement events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Daily Intervention and Enrichment time implemented with fidelity in all K-5 classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide snacks and waters for students taking the STAAR test for math, reading, writing, and science.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR snacks will help students to stay engaged and focus while testing and provide a snack and water for every child.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> STAAR Snacks - 211 Title I, Part A - \$600, STAAR Water - 211 Title I, Part A - \$130</p>	Formative		
	Nov	Feb	June
	 0%	 0%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. <b>Root Cause:</b> We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. <b>Root Cause:</b> We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.</p>

**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 Rasor students that score Meets grade level or above on STAAR Reading 3-5 will increase from 51% in 2019 to 53% by June 2021. The SPED student group performance will increase from 23% in 2019 to 26% in 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 41% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Consistent and effectively planned Guided Reading Groups in every ELA classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Records</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use Literacy Footprints by Jan Richardson, Rigby Levelled Readers (HMH) for guided reading instruction in all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Records</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Edugence unit assessments for grades 3rd-5th to inform instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Effective use of HMH Phonics in K-2nd grade classrooms. <b>Strategy's Expected Result/Impact:</b> Reading Records <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Hire 1 full-time professional Title 1 teacher for instructional support and academic enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Hire 3 Title 1 paraprofessionals for academic support/enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Effective use of Education Galaxy and Reading A-Z learning software (including "Lift off" for Tier II and III students) in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Education Galaxy Software and Learning A-Z Software - 211 Title I, Part A - \$4,193	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Utilize the collaborative team planning protocol campus-wide with fidelity. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Team Leaders, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Implement the campus-wide use of common formative assessments in a consistent and effective manner in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Data Meeting Protocol- analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Razor will focus on strengthening the home-school connection through virtual and in-person parent involvement events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Daily Intervention and Enrichment time implemented with fidelity in all K-5 classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 13 Details	Formative Reviews		
<p><b>Strategy 13:</b> Provide a chapter book to each child to take home. Multiple staff members will record themselves reading a chapter and students will watch and read a chapter each night with their families.</p> <p><b>Strategy's Expected Result/Impact:</b> This is designed to engage and involve parents in the essential task of fostering the love of reading in children. Learning to read/working on reading improvement is one of the most important activities in a child's education.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> One book for each student in the school - 211 Title I, Part A - \$2,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 14 Details	Formative Reviews		
<p><b>Strategy 14:</b> Establish a consistent campus-wide Positive Behavior Intervention System (Self-Manager Program) by incorporating the PBIS software and strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> A decrease in behavior related interruptions in the classroom leading to increased student achievement as evidenced by improved STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> PBIS Software - 211 Title I, Part A - \$1,400</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 15 Details	Formative Reviews		
<p><b>Strategy 15:</b> Provide AVID supplies and instructional materials for every student in grades K-5 to prepare for STAAR.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in implementing AVID strategies with fidelity, improved student organization, and increased student preparedness for upcoming STAAR tests and college readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> AVID supplies and instructional materials - 211 Title I, Part A - \$5,200</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress       Accomplished       Continue/Modify       Discontinue			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. <b>Root Cause:</b> We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.</p>

## Student Learning

**Problem Statement 1:** MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause:** We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

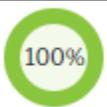
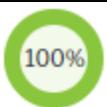
**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 3:** The percent of Rasor students that score Meets grade level or above on STAAR Writing 4 will increase from 47% in 2019 to 49% by June 2021. The EL student group performance will increase from 27% in 2019 to 30% in 2021. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 38% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Consistent and effectively planned Guided Reading Groups in every ELA classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Records</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use Literacy Footprints by Jan Richardson, Rigby Levelled Readers (HMH) for guided reading instruction in all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Records</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Edugence unit assessments for grades 3rd-5th to inform instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Effective use of HMH Phonics in K-2nd grade classrooms. <b>Strategy's Expected Result/Impact:</b> Reading Records <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Hire 1 full-time professional Title 1 teacher for instructional support and academic enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Hire 3 Title 1 paraprofessionals for academic support/enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Effective use of Education Galaxy learning software (including "Lift off" for Tier II and III students) in all 3-4 classrooms. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Utilize the collaborative team planning protocol campus-wide with fidelity. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Team Leaders, Instructional Specialists, Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Implement the campus-wide use of common formative assessments in a consistent and effective manner in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<p><b>Strategy 10:</b> Data Meeting Protocol- analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<p><b>Strategy 11:</b> Razor will focus on strengthening the home-school connection through virtual and in-person parent involvement events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 12 Details	Formative Reviews		
<p><b>Strategy 12:</b> Effective use of HMH writing curriculum and grammar lessons in 4th grade classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Daily Intervention and Enrichment time implemented with fidelity in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Reading Records, Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. <b>Root Cause:</b> We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.
<b>Student Learning</b>
<b>Problem Statement 1:</b> MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. <b>Root Cause:</b> We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

**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 Rasor 3rd grade students that score meets grade level or above on STAAR Math will increase from 63% in 2019 to 64% by June 2021. The Economically Disadvantaged student group performance will increase from 34% in 2019 to 38% in 2021. The African American student group performance will increase from 55% in 2019 to 59% in 2021.

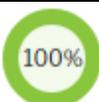
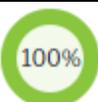
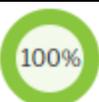
**HB3 Goal**

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Consistent and effectively planned number talks in every Math classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Effective use of district recommended software (Dreambox) in every classroom promoted schoolwide through a reward system.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Effective use of Education Galaxy learning software (including "Lift off" for Tier II and III students) in all K-5 classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize the collaborative team planning protocol campus-wide with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement the campus-wide use of common formative assessments in a consistent and effective manner in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Use edugence unit assessments for grades 3rd-5th to inform instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Data Meeting Protocol- analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Hire 1 full-time professional Title 1 teacher for instructional support and academic enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Hire 3 Title 1 paraprofessionals for academic support/enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Razor will focus on strengthening the home-school connection through virtual and in-person parent involvement events. <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Effective use of Math Magician software in 3rd grade classrooms to help reinforce math facts. <b>Strategy's Expected Result/Impact:</b> Classroom and Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> 3rd Grade Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Daily Intervention and Enrichment time implemented with fidelity in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 1:** Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause:** We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.

**Student Learning**

**Problem Statement 1:** MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause:** We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

**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 Rasor students that score Meets grade level or above on STAAR Math 3-5 will increase from 58% in 2019 to 59% by June 2021. The SPED student group performance will increase from 36% in 2019 to 39% in 2021. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 48% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Consistent and effectively planned number talks in every Math classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Effective use of district recommended software (Dreambox) in every classroom promoted schoolwide through a reward system.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Effective use of Education Galaxy learning software (including "Lift off" for Tier II and III students) in all K-5 classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize the collaborative team planning protocol campus-wide with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Implement the campus-wide use of common formative assessments in a consistent and effective manner in all subject areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Use edugence unit assessments for grades 3rd-5th to inform instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Data Meeting Protocol- analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Hire 1 full-time professional Title 1 teacher for instructional support and academic enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Hire 3 Title 1 paraprofessionals for academic support/enrichment/interventions. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Razor will focus on strengthening the home-school connection through virtual and in-person parent involvement events. <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Effective use of Math Magician software in 3rd grade classrooms to help reinforce math facts. <b>Strategy's Expected Result/Impact:</b> Classroom and Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> 3rd Grade Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Daily Intervention and Enrichment time implemented with fidelity in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 1:** Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. **Root Cause:** We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.

### Student Learning

**Problem Statement 1:** MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. **Root Cause:** We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

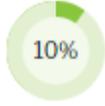
**Goal 3:** DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

**Performance Objective 1:** The percent of Rasor students that score Meets grade level or above on STAAR Science 5 will increase from 41% in 2019 to 43% by June 2021. The SPED student group performance will increase from 33% in 2019 to 35% in 2021. The Economically Disadvantaged student group performance will increase from 37% in 2019 to 41% in 2021.

**Evaluation Data Sources:** 2021 STAAR Assessment

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Effective use of Education Galaxy learning software in all 4-5 classrooms.  <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR  <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize the collaborative team planning protocol campus-wide with fidelity.  <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR  <b>Staff Responsible for Monitoring:</b> Team Leaders, Instructional Specialists, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Implement the campus-wide use of common formative assessments in a consistent and effective manner in all subject areas.  <b>Strategy's Expected Result/Impact:</b> Unit Assessments  <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use Edugence unit assessments for grades 3rd-5th to inform instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Data Meeting Protocol- analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Hire 1 full-time professional Title 1 teacher for instructional support and academic enrichment/interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Hire 3 Title 1 paraprofessionals for academic support/enrichment/interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> Razor will focus on strengthening the home-school connection through virtual and in-person parent involvement events.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Daily Intervention and Enrichment time implemented with fidelity in all K-5 classrooms. <b>Strategy's Expected Result/Impact:</b> Unit Assessments, MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers, Instructional Specialists <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Effective use of District provided Science Daily Questions as a spiralling review of curriculum in grades 4-5. <b>Strategy's Expected Result/Impact:</b> MAP, STAAR <b>Staff Responsible for Monitoring:</b> Classroom Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Campus STAAR passing rates for all students fell from at or above the district average to below the district in all subject areas. <b>Root Cause:</b> We need to focus interventions for economically disadvantaged, African American, and LEP/EL student groups to increase their performance in all subject areas.
<b>Student Learning</b>
<b>Problem Statement 1:</b> MAP and PGR data reflects that our students are growing however students need to grow more to meet their projected end-of-year growth goals. <b>Root Cause:</b> We need fidelity in utilizing the planning protocol in team instructional planning and the implementation of guided reading and common formative assessments in order to improve tier 1 instruction to increase student achievement of growth measures.

# SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Julie Jenkins	
Classroom Teacher	Pam Hackney	
Classroom Teacher	Lindsey Shellstrom	
Classroom Teacher	Nichole Smith	
Classroom Teacher	Kristy Holcomb	
Classroom Teacher	Sonja Brock	
Paraprofessional	Michelle Roche	
Instructional Specialist	Anne Armstrong	
Administrator	Leigh Earnhart	
Administrator	Jigyasa Sethi	
Librarian	Kim Wilcox	
Community Representative	Mary Jane Ballard	
Community Representative	Janis Rowe	
Business Representative	Sweeta Walia	All Smiles Dental
Business Representative	Jesse Sanchez	RBFCU
Parent	Christopher Utley	
Parent	Ilayna Utley	
Parent	Christiana Lobarinas	
District-level Professional	Mirthis Moseley	
Parent	Devon McNair	
Parent	Laura Adair	
Parent	Renee Marcus	
Parent	Amelia Hunter	

# Addendums

## Rasor Goal - 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 47% in 2019 to 49% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
48% 2019 Baseline: 47%	49%	51%	53%	55%

### 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	36	67	48	*	71	*	*	8	33	*	27	50	43	47
2020	37	69	48	*	71	*	*	9	35	*	28	50	44	48
2021	40	71	49	*	72	*	*	10	38	*	30	51	46	49
2022	43	75	49	*	72	*	*	12	42	*	33	51	48	51
2023	47	79	50	*	73	*	*	15	47	*	36	52	51	53
2024	52	85	52	*	75	*	*	18	53	*	41	54	54	55
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

## Rasor - 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 41% in 2019 to 43% by June 2021.**

### Yearly Target Goals

2020	2021	2022	2023	2024
42% 2019 Baseline: 41%	43%	44%	45%	46%

### 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	11	42	63	*	80	*	43	33	37	*	55	53	27	41
2020	12	43	63	*	80	*	43	34	38	*	56	53	28	42
2021	15	46	63	*	80	*	44	35	41	*	57	53	29	43
2022	18	48	64	*	81	*	45	37	44	*	58	54	31	44
2023	22	52	64	*	81	*	47	40	48	*	60	54	33	45
2024	27	57	65	*	82	*	49	43	53	*	63	55	36	46
2019-2021	4	4	0	*	0	*	1	2	4	*	2	0	2	2

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

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Rasor

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
<b>2019 # of Students</b>	22		18		11			8	32		14	40	28	68
<b>2019</b>	41	46	44		82			25	22		50	50	50	50
<b>2020</b>	43	48	44		82			26	24		52	50	51	51
<b>2021</b>	45	51	45		83			28	27		54	51	53	52
<b>2022</b>	48	54	46		84			30	31		56	52	55	54
<b>2023</b>	52	59	47		85			32	36		60	53	58	56
<b>2024</b>	57	64	48		86			35	42		64	54	62	58

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	16	18	4	17	4	8	10	10	20	12	14	4	12	8

## HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Rasor

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
<b>2019 # of Students</b>	22		18		11			8	32		14	40	28	68
<b>2019</b>	55	46	72		91			50	34		71	63	64	63
<b>2020</b>	57	48	72		91			51	36		72	63	65	64
<b>2021</b>	59	50	73		92			53	38		73	64	66	64
<b>2022</b>	62	53	73		92			55	41		75	64	68	65
<b>2023</b>	66	57	74		93			57	45		77	65	70	67
<b>2024</b>	71	62	75		94			60	50		80	66	73	68

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5

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

Asor

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	40	55	56		61		57	23	36	60	39	51	52	51
2020	42	57	56		61		58	24	38	61	41	51	53	52
2021	44	60	57		62		60	26	41	63	43	52	55	53
2022	47	63	58		63		61	28	45	65	45	53	57	55
2023	51	68	59		64		64	30	50	68	49	54	60	57
2024	56	73	60		65		67	33	56	72	53	55	64	59

### 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	43	55	74		83		36	36	44	60	56	60	56	58
2020	45	57	74		83		37	37	46	61	57	60	57	59
2021	47	59	75		84		38	39	48	62	58	61	58	59
2022	50	62	75		84		39	41	51	64	60	61	60	60
2023	54	66	76		85		40	43	55	66	62	62	62	62
2024	59	71	77		86		42	46	60	69	65	63	65	63

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

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local</li> <li>● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

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