Plano Independent School District

Wells Elementary

2021-2022

Board Approval Date: November 3, 2021

Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

Vision

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During the 2020-2021 school year, much energy, focus, and time was dedicated to health and safety protocols and instructional strategies were limited, Tier 1 was inconsistent due to multiple students switching settings, lack of engagement with some virtual learners, and changes in instructional practices and planning protocols due to the need to refocus on safety. Staff were stretched thin more than ever with the constant adjustments, and SEL needs became priority. Many students did not perform at their anticipated level on state assessments for a variety of reasons many of which were unique to the pandemic.

Demographics

Demographics Summary

The ELL population has increased slowly over the last 3 years. ('16-'17- 14.5%, '17-'18-12.5%, '18-'19-15%) The SPED population has quickly increased over the last 3 years from 11% to 15%. Our At Risk population is currently at 23%, which is higher than our other like campuses. Regarding students who exit programs such as EL, SPED, At-Risk, students are entering these programs at a quicker rate than they are exiting. It has become harder to exit these programs. TELPAS has become harder, and has become harder to exit the program. Students don't typically exit SPED at the elementary level. Our At-Risk students consist mostly of Economically Disadvantaged, Special Education, and EL. Our teacher/student ratios are relatively close to the district and state averages, with the exception of 5th grade, which is higher than the state average. Our percentage of students who are Economically Disadvantaged is rising.

Demographics Strengths

Mobility rate- students will leave for vacation or various reasons, but come back. It is 6% higher than the district, and on par with the state, however our student achievement is still high. SES status has stayed about the same, along with enrollment. SPED population has increased. A lot of move in students qualified for SPED. ELL students who leave the country for extended time, but come back to Wells for the most part.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not all students are making their expected growth on STAAR (4-5) or MAP (K-5), particularly the Economically Disadvantaged Subpopulation. **Root Cause:** There is a need for analyzing individual student and sub-population data (specifically Economically Disadvantaged) for planning for instruction/strategies, as well as more consistent and frequent monitoring of informal and formal data.

Student Learning

Student Learning Summary

Wells 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.

Student Learning Strengths

*from 2018-19 data

Using common formative assessments to assess student growth

Intentional planning

Analyzing the data and growth and using that to base and guide instruction to fill in needs or give extensions

Using data to be aware of teacher strengths and open that up to conversation (i.e., "What are you doing?" "How did you teach ____?"

Fifth grade reading, math and science show an increase in overall performance over performance last year in the same grade.Overall performance in all subjects is above the district average. There was an increase in the percent of students at the Masters level in all subjects. The increase in Masters level performance in reading and math is significant.

The fifth grade cohort performance in reading and math show increases in the overall passing rate over fourth graders in the same cohort. This cohort also shows significant increases in the percent of students at the Masters level of performance.

The fourth grade cohort performance in reading and math also shows a significant increase in the percent of students at the Masters level of performance compared to their grade 3 performance. Writing performance is slightly improved over last year. Campus performance is very similar to district performance in writing.

Third grade reading shows an increase in percent of students at the Masters level as well.

School Processes & Programs

School Processes & Programs Summary

School Structure

Decision-Making Processes

Master Schedule

Supervision Structure Support Structures

Schedule for Student Support Services

School Map and Physical Environment

Program Support Services

Communication: Formal and Informal

School Processes & Programs Strengths

-Physical set-up of school conducive to teamwork

-Technology proficiency of (most) teachers/students

-Increased use of data to inform curriculum, assessment, and instructional decisions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our school has varying levels of effective instructional strategies compared to indicators of High Reliability Status /Level 2 (per HRS Level 2 staff survey).
Root Cause: Different levels of training, need for time to meet as Collaboratives Teams and discuss effective instructional strategies when reviewing CFAs.

Perceptions

Perceptions Summary

When looking at the data from the survey and from leadership discussions, we see a need for clear and consistent procedures and rules throughout the building. Overall, the faculty and staff feel that the school is a safe place. Staff feel that there is an increase in negative classroom behavior that need to be addressed. In the area of formal ways to provide input, the majority of indicators fall below 4.0.

Perceptions Strengths

Overall, the faculty and staff perceive the school environment to be safe and orderly with scores ranging between 4.2 and 4.5. Students and parents give high marks to the school's efforts to communicate through the website and social media.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is need for more communication related to behavior concerns and school wide discipline as well as training needs for all staff

Priority Problem Statements

Problem Statement 1: Not all students are making their expected growth on STAAR (4-5) or MAP (K-5), particularly the Economically Disadvantaged Subpopulation.

Root Cause 1: There is a need for analyzing individual student and sub-population data (specifically Economically Disadvantaged) for planning for instruction/strategies, as well as more consistent and frequent monitoring of informal and formal data.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
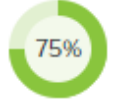- Budgets/entitlements and expenditures data

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 2022.

Performance Objective 1: HB3 - The percent of Wells 3rd grade students that score meets grade level or above on STAAR Reading/ELAR will increase from 60% in 2019 to 64% by June 2022. The SPED student group performance will increase from 40% in 2019 to 45% in 2022. The Economically Disadvantaged student group performance will increase from 47% in 2019 to 56% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: K-2 Focus on Phonics Instruction	**Formative**		
	Nov	**Feb**	**June**
		60%	75%

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

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 2022.

Performance Objective 2: The percent of Wells students that score Meets grade level or above on STAAR Reading/ELAR 3-5 will increase from 66% in 2019 to 70% by June 2022. The SPED student group performance will increase from 36% in 2019 to 41% in 2022. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 44% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level collaborative teams will continue to meet weekly to plan for learning.	**Formative**		
Strategy's Expected Result/Impact: Focus on week at a glance and curriculum resources to ensure equitable access in face to face or @home learning environment Plan for small group instruction and intervention that includes targeting the needs of our Special Ed, Economically Disadvantaged, ELL population PLC questions interwoven throughout collaborative planning time Focus on common formative assessments **Staff Responsible for Monitoring:** Grade Level Team Leaders, Campus Administrator	**Nov**	**Feb**	**June**
		50%	80%

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor implementation of effective ELL instructional practices	**Formative**		
	Nov	**Feb**	**June**
		50%	80%

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Restorative Practices and Trauma Informed Instruction with an emphasis in Social Emotional Learning (to help maximize time on instructional practices)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Develop common SEL language and strategies with staff and students (CASEL) Specific feedback provided on effective practices regarding behavior that allow for more time on task with highly effective strategies Daily Community Time Implement variety of supports that include reflection sheets, Review 360 data tracking, and student recognition of 5 Core Competencies of SEL from CASEL. **Staff Responsible for Monitoring:** Campus Administrators, Classroom Teachers, Counselor		50%	75%

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Adult Temps for Accelerated Instruction in Reading and Math. Small groups of 4th and 5th-grade students will meet for 30 hours of accelerated instruction.	Formative		
	Nov	**Feb**	**June**

Comp Ed+ESSER III = $7, 230/$38 an hour = 190 Hours (split between math and reading)
    Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches-Level or above on STAAR Reading/ELAR.
    Staff Responsible for Monitoring: Principal/Assistant Principal, Instructional Specialist
 	
    Funding Sources: - 199 State Comp Ed - $965, - 282 ESSER III - $2,650
		65%	80%

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

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 2022.

Performance Objective 1: HB3 - The percent of Wells 3rd grade students that score meets grade level or above on STAAR Math will increase from 62% in 2019 to 64% by June 2022. The SPED student group performance will increase from 40% in 2019 to 45% in 2022. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 51% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Dream Box to individualize learning paths for students and use Dream Box reports to monitor progress.	**Formative**		
	Nov	**Feb**	**June**
Problem Statements: Demographics 1		30%	70%

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Not all students are making their expected growth on STAAR (4-5) or MAP (K-5), particularly the Economically Disadvantaged Subpopulation. **Root Cause**: There is a need for analyzing individual student and sub-population data (specifically Economically Disadvantaged) for planning for instruction/strategies, as well as more consistent and frequent monitoring of informal and formal data.

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 2022.

Performance Objective 2: The percent of Wells students that score Meets grade level or above on STAAR Math 3-5 will increase from 65% in 2019 to 67% by June 2022. The SPED student group performance will increase from 42% in 2019 to 47% in 2022. The African American student group performance will increase from 46% in 2019 to 53% in 2022. The Economically Disadvantaged student group performance will increase from 46% in 2019 to 53% in 2022.

    Evaluation Data Sources: 2022 STAAR Assessment

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize Adult Temps for Accelerated Instruction in Reading and Math. Small groups of 4th and 5th-grade students will meet for 30 hours of accelerated instruction.	**Formative**		
	Nov	**Feb**	**June**

Comp Ed+ESSER III = $7, 230/$38 an hour = 190 Hours
 	
    Strategy's Expected Result/Impact: Increase the percentage of students performing at the Approaches-Level or above on STAAR Math.
    Staff Responsible for Monitoring: Principal/Assistant Principal, Instructional Specialist
 	
    Funding Sources: - 199 State Comp Ed - $965, - 282 ESSER III - $2,650
		65%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Review data points throughout the year that consist of CFAs, District Data Checkpoints and Portfolio Reports (K-2)/Progress Reports & Report cards (3-5) and RTI to routinely review growth of students	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Lesson plans include CFA's with reflection times to review growth of students. PISD calendars include District MAP, Portfolio Reports, Progress Report and Report Card dates and built in reflection time to review growth of students Review RTI documentation Kid Talk Meetings every six weeks amongst grade level teachers, administrator, counselor, and academic specialists Provide parents with timely updates to grades and progress monitoring to partner in monitoring student growth with parents Review data trends in whole group and subpopulations, specifically Special Ed, Economically Disadvantaged, ELL population		50%	80%

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

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 2022.

Performance Objective 1: The percent of Wells students that score Meets grade level or above on STAAR Science 5 will increase from 69% in 2019 to 72% by June 2022. The SPED student group performance will increase from 33% in 2019 to 37% in 2022. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 51% in 2022.

Evaluation Data Sources: 2022 STAAR Assessment

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Daily use of science discussion routines to increase higher-level thinking and questioning (Grades 3-5)	**Formative**		
	Nov	**Feb**	**June**
		60%	85%
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

SBIC

Committee Role	Name	Position
Administrator	Stacy Lawrence	Assistant Principal
Administrator	Sara Meyer	Principal
District-level Professional	Geralyn Hendrick	District Curriculum
Business Representative	Nylsa Shivers	
Parent	Maggy Coufal	
Parent	Melanie Townsend	
Community Representative	Kayla Coffee-Prose	
Parent	Heather Hunter	
Parent	Amanda Young	
Parent	Ashley McIver	
Community Representative	Kimberly Probst	Instructional Specialist
Classroom Teacher	Amy Bowley	Kindergarten Team Leader
Classroom Teacher	Melanie Carnevale	First Grade Teacher
Classroom Teacher	Karen Surowiec	Fifth Grade Team Leader
Classroom Teacher	Mysti LeCrone	Kindergarten Teacher
Classroom Teacher	Alison Henochowicz	First Grade Teacher
Non-classroom Professional	Kelly Froemming	PACE Teacher
Classroom Teacher	Connie McClure	Fourth Grade Team Leader
Non-classroom Professional	Cristina Kennedy	Special Education Teacher
Parent	Michelle Beal	Fifth Grade Teacher
Classroom Teacher	Meredith Burgess	Third Grade Teacher
Paraprofessional	Esther Roady	Office Manager

Campus Funding Summary

			199 State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$965.00
2	2	1			$965.00
				Sub-Total	$1,930.00
				Budgeted Fund Source Amount	$1,930.00
				+/- Difference	$0.00
			199 Bilingual/ESL/ELL		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$546.00
				+/- Difference	$546.00
			282 ESSER III		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$2,650.00
2	2	1			$2,650.00
				Sub-Total	$5,300.00
				Budgeted Fund Source Amount	$5,300.00
				+/- Difference	$0.00
				Grand Total Budgeted	$7,776.00
				Grand Total Spent	$7,230.00
				+/- Difference	$546.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Wells

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	54	61	63		79		64	36	39	54	63	65	67	66
2020	56	63	63		79		65	37	41	55	65	65	68	67
2021	58	66	64		80		67	39	44	57	67	66	70	68
2022	61	69	65		81		68	41	48	59	69	67	72	70
2023	65	74	66		82		71	43	53	62	73	68	75	72
2024	70	79	67		83		74	46	59	66	77	69	79	74

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	46	61	60		81		82	42	46	69	63	67	59	65
2020	48	63	60		81		83	43	48	70	64	67	60	66
2021	50	65	61		82		84	45	50	71	65	68	61	66
2022	53	68	61		82		85	47	53	73	67	68	63	67
2023	57	72	62		83		86	49	57	75	69	69	65	69
2024	62	77	63		84		88	52	62	78	72	70	68	70

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

Wells

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		13	34		16		5	10	15		13	56	19	75
2019	60	46	59		69		60	40	47		54	59	63	60
2020	62	48	59		69		61	41	49		56	59	64	61
2021	64	51	60		70		63	43	52		58	60	66	62
2022	67	54	61		71		64	45	56		60	61	68	64
2023	71	59	62		72		67	47	61		64	62	71	66
2024	76	64	63		73		70	50	67		68	63	75	68

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		13	34		17		5	10	16		14	57	19	76
2019	60	46	53		82		80	40	44		50	65	53	62
2020	62	48	53		82		81	41	46		51	65	54	63
2021	64	50	54		83		82	43	48		52	66	55	63
2022	67	53	54		83		83	45	51		54	66	57	64
2023	71	57	55		84		84	47	55		56	67	59	66
2024	76	62	56		85		86	50	60		59	68	62	67

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

Wells - 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 53% in 2019 to 55% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
54% 2019 Baseline: 53%	55%	57%	59%	61%

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	43	45	44	*	73	*	*	36	19	*	60	51	56	53
2020	44	47	44	*	73	*	*	37	21	*	61	51	57	54
2021	47	49	45	*	74	*	*	38	24	*	63	52	59	55
2022	50	53	45	*	74	*	*	40	28	*	66	52	61	57
2023	54	57	46	*	75	*	*	43	33	*	69	53	64	59
2024	59	63	48	*	77	*	*	46	39	*	74	55	67	61
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

Wells - 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 69% in 2019 to 71% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
70% 2019 Baseline: 69%	71%	72%	73%	74%

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	25	75	84	*	67	*	60	33	44	100	58	73	55	69
2020	26	76	84	*	67	*	60	34	45	101	59	73	56	70
2021	29	79	84	*	67	*	61	35	48	102	60	73	57	71
2022	32	81	85	*	68	*	62	37	51	104	61	74	59	72
2023	36	85	85	*	68	*	64	40	55	106	63	74	61	73
2024	41	90	86	*	69	*	66	43	60	109	66	75	64	74
2019-2021	4	4	0	*	0	*	1	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

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		