

Plano Independent School District

Daffron Elementary

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

We are here to ensure high levels of learning for all students.

Vision

To provide a strong educational foundation so children can be the best they can be". Teachers instill a sense of success for all students. At Daffron, we strive to improve academic achievement for all students and believe that all students are entitled to a high-quality education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

More than half of our population is hispanic. We have 37% attending the bilingual program. We have 41% of our students meet the criteria to be economically disadvantaged. We have 11% of the population is in the gifted program. Our gender makeup is relatively the same with 49% female and 51% male. There is 12% that receive accommodations or modifications toward their academic success. In 2016 had a total of 530 students with 32% free or reduced lunch. In 2019 we had a total population of 669 studnets with 49% free or reduced lunch.

Demographics Strengths

Daffron continues to adjust well in terms of utilizing space and hiring professional staff to support the growing bilingual population. Parental engagement across socio-economic levels and with different races in school functions is strong. This includes Title 1 math and reading nights, bilingual parent nights, grade level performances and PTA events. Daffron staff members advocate for students to qualify for gifted and talented services, including those receiving ESL/Bilingual services and those designated as economically disadvantaged.

Problem Statements Identifying Demographics Needs

Problem Statement 1: On the 2020-2021 STAAR Assessments, 62% of students identified as Economically Disadvantaged were at approaches grade level or above; 16% were at meets grade level standard or above; and 11% were at masters grade level standard. **Root Cause:** We will address the need for effective collaborative team planning to ensure quality instruction in every classroom.

Student Learning

Student Learning Summary

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 2020-2021 STAAR Reading Assessment, 76% of students were at approaches grade level or above; 48% were at meets grade level standard or above; and 30% of students were at masters grade level standard. The 2021 Projected Growth Summary (PGR) showed that Kinder and 1st grade reading were below the standard deviation in reading quintiles 5 and 4 respectively. **Root Cause:** Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 2 (Prioritized): On Math 2020-2021 STAAR, only 70% of 3rd grade students; 64% of 4th; and 72% of 5th performed at the approaches level. **Root Cause:** Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 3 (Prioritized): Quintile 1 and Quintile 2 students did meet projected growth (most content areas, most grades) **Root Cause:** The needs of all students are not consistently met. There is a lack of differentiation to support student learning, application, and extension of grade level standards.

Problem Statement 4: There is a gap between the All student group Meets and above performance level on 2020-2021 STAAR Math (41%) and the Special Education (31%), Economically Disadvantaged (23%), and EL (26%) student groups. **Root Cause:** Effective collaborative team planning to analyze student data and adjust instruction is needed.

Problem Statement 5: There is a gap between the All student group Meets and above performance level on 2020-2021 STAAR Science (28%) and the English Learner (11%) and Economically Disadvantaged (11%) student groups. SpEd (11%) **Root Cause:** Effective collaborative team planning to analyze student data and adjust instruction is needed.

School Processes & Programs

School Processes & Programs Summary

We have begun to implement processes on a surface level but need to dig deeper in order to truly positively impact students.

School Processes & Programs Strengths

Teacher voice through leadership

Training on formative assessments and understand it

Specialists supporting students

Meeting weekly at common time for planning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Collaborative teams are not utilizing each component of the recommended PLC process of the Collaborative Team Framework. **Root Cause:** Consistent and targeted professional learning and regular accountability are needed in order to ensure the implementation of the PLC process with fidelity.

Perceptions

Perceptions Summary

Staff and Parents perceive the school as being friendly and safe. Staff and Parents feel that procedures and rules are not clearly stated/have been established.

Perceptions Strengths

Parents feel comfortable calling teachers with concerns, and feel staff is friendly and helpful. Parents do feel that our school is a safe place. Several bilingual parents participated and stated their appreciation. Note: Only 144 parents responded to the survey, which is about a 1/3 of our population. Teachers mainly feel the school is a safe and orderly environment. According to walk throughs, evidence of learning is mainly student created.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 2018-19 survey data shows 4.2 out of 5 parents and 4.4 out of 5 staff shared they felt the school's expectations and rules are not clearly defined. **Root Cause:** School-wide and campus area specific expectations are not clearly defined, agreed upon, or implemented.

Priority Problem Statements

Problem Statement 1: On the 2020-2021 STAAR Reading Assessment, 76% of students were at approaches grade level or above; 48% were at meets grade level standard or above; and 30% of students were at masters grade level standard. The 2021 Projected Growth Summary (PGR) showed that Kinder and 1st grade reading were below the standard deviation in reading quintiles 5 and 4 respectively.

Root Cause 1: Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: On Math 2020-2021 STAAR, only 70% of 3rd grade students; 64% of 4th; and 72% of 5th performed at the approaches level.

Root Cause 2: Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Quintile 1 and Quintile 2 students did meet projected growth (most content areas, most grades)

Root Cause 3: The needs of all students are not consistently met. There is a lack of differentiation to support student learning, application, and extension of grade level standards.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

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 ELAR from 2019 to 2022.

Performance Objective 1: HB3 - The percent of Daffron 3rd grade students that score meets grade level or above on STAAR ELAR will increase from 49% in 2021 to 52% by June 2022. The Special Education student group performance will increase from 44% in 2021 to 47% in 2022. The English Learner student group performance will increase from 37% in 2021 to 41% in 2022.

The percent of Daffron students that score Meets grade level or above on STAAR ELAR 3-5 will increase from 48% in 2021 to 51% by June 2022. The Special Education student group performance will increase from 24% in 2021 to 27% in 2022. The Economically Disadvantaged student group performance will increase from 38% in 2021 to 41% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR ELAR 3-5

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Refined understanding and development of data-informed, measurable goals for accelerated learning Development of system for progress monitoring Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Professional Learning - 211 Title I, Part A - \$1,726</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Build understanding of and consistently implement balanced literacy.</p> <p>Strategy's Expected Result/Impact: Targeted and balanced reading instruction Increased instructional reading level for each student Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Build understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model including high leverage strategies to increase language proficiency.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Read to Them Texas Reads One Book Reading Program - 211 Title I, Part A - \$5,402.50</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: On the 2020-2021 STAAR Reading Assessment, 76% of students were at approaches grade level or above; 48% were at meets grade level standard or above; and 30% of students were at masters grade level standard. The 2021 Projected Growth Summary (PGR) showed that Kinder and 1st grade reading were below the standard deviation in reading quintiles 5 and 4 respectively. **Root Cause:** Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 2: On Math 2020-2021 STAAR, only 70% of 3rd grade students; 64% of 4th; and 72% of 5th performed at the approaches level. **Root Cause:** Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 3: Quintile 1 and Quintile 2 students did meet projected growth (most content areas, most grades) **Root Cause:** The needs of all students are not consistently met. There is a lack of differentiation to support student learning, application, and extension of grade level standards.

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 Daffron 3rd grade students who score meets grade level or above on STAAR Math will increase from 38% in 2021 to 43% by June 2022. English Learner student group performance will increase from 26% in 2021 to 29% in 2022. The Economically Disadvantaged student group performance will increase from 22% in 2021 to 26% in 2022.

The percent of Daffron students who score Meets grade level or above on STAAR Math 3-5 will increase from 41% in 2021 to 46% by June 2022. The Special Education student group performance will increase from 31% in 2021 to 35% in 2022. The Economically Disadvantaged student group performance will increase from 23% in 2021 to 26% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math 3-5

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Refined understanding and development of data-informed, measurable goals for accelerated learning Development of system for progress monitoring Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Build understanding of and consistently implement targeted small group planning and instruction.</p> <p>Strategy's Expected Result/Impact: Targeted math small group instruction as evidenced in walk-throughs Increased skill mastery K-2 Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3</p> <p>Funding Sources: Technology for skill practice and assessment - 211 Title I, Part A - \$5,238</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Build understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model including high leverage strategies to increase language proficiency.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.</p>	Formative		
	Nov	Feb	June

Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR
Staff Responsible for Monitoring: Campus Administrators
Staff



Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2

Problem Statements: Student Learning 1, 2, 3

Funding Sources: Professional learning for title teachers - 211 Title I, Part A - \$200

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: On the 2020-2021 STAAR Reading Assessment, 76% of students were at approaches grade level or above; 48% were at meets grade level standard or above; and 30% of students were at masters grade level standard. The 2021 Projected Growth Summary (PGR) showed that Kinder and 1st grade reading were below the standard deviation in reading quintiles 5 and 4 respectively. **Root Cause:** Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 2: On Math 2020-2021 STAAR, only 70% of 3rd grade students; 64% of 4th; and 72% of 5th performed at the approaches level. **Root Cause:** Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.

Problem Statement 3: Quintile 1 and Quintile 2 students did meet projected growth (most content areas, most grades) **Root Cause:** The needs of all students are not consistently met. There is a lack of differentiation to support student learning, application, and extension of grade level standards.

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 Daffron students that score Meets grade level or above on STAAR Science 5 will increase from 38% in 2021 to 41% by June 2022. The Economically Disadvantaged student group performance will increase from 11% in 2021 to 15% in 2022. The English Learner student group performance will increase from 13% in 2021 to 17% in 2022.

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using the Collaborative Team Framework, effective tier I and II instruction will be planned by designing common formative assessments, analyzing data, and utilizing district data tools to monitor student progress and adjust differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Refined understanding and development of data-informed, measurable goals for accelerated learning Development of system for progress monitoring Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Build understanding of and consistently implement targeted small group planning and instruction.</p> <p>Strategy's Expected Result/Impact: Targeted science small group instruction as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Build understanding of and consistently implement instructional strategies aligned to the PISD Instructional Model including high leverage strategies to increase language proficiency.</p> <p>Strategy's Expected Result/Impact: Refined understanding of research-based instructional methods/best practices Increased use of instructional strategies as evidenced in walk-throughs Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Specialists Team Leaders Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide ongoing communication with parents to engage them in the education process, including pertinent weekly updates from the grade level as well as the school; parent information night; parent-teacher conferences; family/school compact; tier II letters; and family education nights as allowable.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on unit assessments, MAP, and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 Problem Statements: Student Learning 1, 2, 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: On the 2020-2021 STAAR Reading Assessment, 76% of students were at approaches grade level or above; 48% were at meets grade level standard or above; and 30% of students were at masters grade level standard. The 2021 Projected Growth Summary (PGR) showed that Kinder and 1st grade reading were below the standard deviation in reading quintiles 5 and 4 respectively. Root Cause: Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.</p>
<p>Problem Statement 2: On Math 2020-2021 STAAR, only 70% of 3rd grade students; 64% of 4th; and 72% of 5th performed at the approaches level. Root Cause: Foundational skills required to master subsequent grade level knowledge and skills are not retaught to mastery using consistent interventions.</p>
<p>Problem Statement 3: Quintile 1 and Quintile 2 students did meet projected growth (most content areas, most grades) Root Cause: The needs of all students are not consistently met. There is a lack of differentiation to support student learning, application, and extension of grade level standards.</p>

2021-2022 SBIC

Committee Role	Name	Position
Administrator	M'Cheyl Herrera	Assistant Principal
Administrator	Stefanie Ramos	Principal
Classroom Teacher	Beth Dickson	Classroom Teacher
Non-classroom Professional	Joanne Curley	MTSS Facilitator
Paraprofessional	Domenica Bobadilla	Bilingual Assistant
Classroom Teacher	Jessica Lerner	Classroom Teacher
Non-classroom Professional	Priscelene Albero	Counselor
Classroom Teacher	Maribel Quiroz	Classroom Teacher
District-level Professional	Delmy Ewing	Multilingual Academic Services Instructional Specialist
Community Representative	Shari Hopkins	Community Representative
Parent	Anselmo Gonzalez	Parent
Parent	Jason Tyra	Parent
Parent	Lauren Tyra	Parent
Parent	Lisa Dixon	Parent
Community Representative	Jenny Sideris	Community Representative
Business Representative	Shannon McCarthy	Taverna Rossa
Business Representative	Luis Mazariego	Mooyah Burger
Parent	Judy Yang	Parent
Non-classroom Professional	Alejandra Vilona	Faculty Member
Classroom Teacher	Monica Smith	Classroom Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,398.00
+/- Difference					\$7,398.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,866.00
+/- Difference					\$1,866.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Learning		\$1,726.00
1	1	4	Read to Them Texas Reads One Book Reading Program		\$5,402.50
2	1	2	Technology for skill practice and assessment		\$5,238.00
2	1	4	Professional learning for title teachers		\$200.00
Sub-Total					\$12,566.50
Budgeted Fund Source Amount					\$184,974.00
+/- Difference					\$172,407.50
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,150.00
+/- Difference					\$8,150.00
Grand Total Budgeted					\$202,388.00
Grand Total Spent					\$12,566.50

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$189,821.50

Addendums

Daffron - 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 37% in 2019 to 39% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
38% 2019 Baseline: 37%	39%	41%	43%	45%

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	21	46	*	50	*	*	0	22	43	33	38	36	37
2020	37	23	46	*	50	*	*	1	24	44	34	38	37	38
2021	40	25	47	*	51	*	*	2	27	46	36	39	39	39
2022	43	29	47	*	51	*	*	4	31	48	39	39	41	41
2023	47	33	48	*	52	*	*	7	36	51	42	40	44	43
2024	52	39	50	*	54	*	*	10	42	54	47	42	47	45
2019-2021	4	4	1	*	1	*	*	2	5	3	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

Daffron - 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 43% in 2019 to 45% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
44% 2019 Baseline: 43%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	33	17	69	*	92	*	50	24	16	*	19	46	38	43
2020	34	18	69	*	92	*	50	25	17	*	20	46	39	44
2021	37	21	69	*	92	*	51	26	20	*	21	46	40	45
2022	40	23	70	*	93	*	52	28	23	*	22	47	42	46
2023	44	27	70	*	93	*	54	31	27	*	24	47	44	47
2024	49	32	71	*	94	*	56	34	32	*	27	48	47	48
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

Daffron

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		39	25		11			9	46	7	37	65	25	90
2019	50	44	72		82			11	41	57	38	60	52	58
2020	52	46	72		82			12	43	58	40	60	53	59
2021	54	49	73		83			14	46	60	42	61	55	60
2022	57	52	74		84			16	50	62	44	62	57	62
2023	61	57	75		85			18	55	65	48	63	60	64
2024	66	62	76		86			21	61	68	52	64	64	66

District Goals for Grade 3 STAAR

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

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

Daffron

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		39	25		11			9	46	7	37	65	25	90
2019	25	33	80		73			11	24	43	27	60	24	50
2020	27	35	80		73			12	26	44	28	60	25	51
2021	29	37	81		74			14	28	45	29	61	26	51
2022	32	40	81		74			16	31	47	31	61	28	52
2023	36	44	82		75			18	35	49	33	62	30	54
2024	41	49	83		76			21	40	52	36	63	33	55

District Goals for Grade 3 STAAR

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

HB3 Campus Goals - All Grades STAAR at Meets Standard

Daffron

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	61	42	70		83		92	19	40	71	48	64	53	60
2020	63	44	70		83		93	20	42	72	50	64	54	61
2021	65	47	71		84		95	22	45	74	52	65	56	62
2022	68	50	72		85		96	24	49	76	54	66	58	64
2023	72	55	73		86		99	26	54	79	58	67	61	66
2024	77	60	74		87		100	29	60	82	62	68	65	68

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	54	45	76		86		75	25	39	53	51	70	47	62
2020	56	47	76		86		76	26	41	54	52	70	48	63
2021	58	49	77		87		77	28	43	55	53	71	49	63
2022	61	52	77		87		78	30	46	57	55	71	51	64
2023	65	56	78		88		79	32	50	59	57	72	53	66
2024	70	61	79		89		81	35	55	62	60	73	56	67

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

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

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

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