

Plano Independent School District
Barron Elementary
2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Barron is building a strong community that supports independent learners and leaders.

Vision

Inspiring a community of passionate and innovative learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

There has been a decrease in overall student enrollment, roughly 23%, from 2016/17 to the current school year of 2022/23. However, the Economically Disadvantaged rate and the ELL rate has not decrease at the same rate as overall enrollment. In constrast, the ELL rate has increased 12.5% from 2016/2017 to the current year of 2022/2023.

Demographics Strengths

The enrollment stayed consistent from 2021/22 to 2022/23, even during a pandemic year.

Student Learning

Student Learning Summary

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): Fifth Grade Math STAAR had 38% of students with limited progress and 105% of projected growth met on Fall to Spring MAP (Q1: 89; Q3: 102; Q4: 91).

Problem Statement 2 (Prioritized): Fourth Grade Reading STAAR had 28% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Q2: 56; Q4: 95; Q5: 97).

Problem Statement 3 (Prioritized): Kindergarten Reading had 85% of projected growth met on Fall to Spring MAP.

Problem Statement 4: 1st Grade Reading had 90% of projected growth met on Fall to Spring MAP.

Problem Statement 5: 2nd Grade Math had 93% of projected growth met on Fall to Spring MAP.

Problem Statement 6: 3rd Grade Math had 103% of projected growth met on Fall to Spring MAP.

Problem Statement 7 (Prioritized): 30% of 3rd grade students performed at Meets and above on the 2022 STAAR Reading assessment.

Problem Statement 8: 38% of 5th grade students performed at Meets and above on the 2022 STAAR Reading assessment.

Problem Statement 9: 30% of 3rd grade students performed at Meets and above on the 2022 STAAR Math assessment.

Problem Statement 10: 38% of 4th grade students performed at Meets and above on the 2022 STAAR Math assessment.

Problem Statement 11: 27% of 5th grade students performed at Meets and above on the 2022 STAAR Math assessment.

Problem Statement 12: 15% of 5th grade students performed at Meets and above on the 2022 STAAR Science assessment.

Priority Problem Statements

Problem Statement 1: Fifth Grade Math STAAR had 38% of students with limited progress and 105% of projected growth met on Fall to Spring MAP (Q1: 89; Q3: 102; Q4: 91).

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Fourth Grade Reading STAAR had 28% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Q2: 56; Q4: 95; Q5: 97).

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Kindergarten Reading had 85% of projected growth met on Fall to Spring MAP.

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 30% of 3rd grade students performed at Meets and above on the 2022 STAAR Reading assessment.

Root Cause 4:

Problem Statement 4 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

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 and accountability data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Teacher/Student Ratio

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: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC ELAR from 2022 baseline to 2024.

1.8 DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 baseline to 2024.

1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 37% in 2023 to 39% by June 2024. The Special Education student group performance will increase from 20% in 2023 to 22% by June 2024. The Economically Disadvantaged student group performance will increase from 29% in 2023 to 31% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 36% in 2023 to 38% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 2% by June 2024. The Economically Disadvantaged student group performance will increase from 29% in 2023 to 31% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 47% in 2023 to 49% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 2% by June 2024. The Economically Disadvantaged student group performance will increase from 46% in 2023 to 48% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective lessons utilizing balanced literacy and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of Balanced Literacy with evidence of all the components as evidenced by walkthrough forms/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide information and support to parents so that they can encourage literacy at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of reading</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Collaborative teams will engage in professional development to improve teacher instructional practices. Strategy's Expected Result/Impact: increase in effective tier I instruction as measured by walkthrough data Staff Responsible for Monitoring: Campus principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: Purchase Flocabulary for grades 3-5 to improve vocabulary. Strategy's Expected Result/Impact: Increase in student achievement in reading. Staff Responsible for Monitoring: Principal, Instructional Specialist, Teachers</p> <p>Title I: 2.4, 2.6 Funding Sources: - 211 Title I, Part A - \$3,000</p>	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

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1.9 DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 43% in 2023 to 45% by June 2024. The Special Education student group performance will increase from 13% in 2023 to 15% by June 2024. The Economically Disadvantaged student group performance will increase from 30% in 2023 to 32% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 36% in 2023 to 38% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 2% by June 2024. The Economically Disadvantaged student group performance will increase from 29% in 2023 to 31% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 50% in 2023 to 52% by June 2024. The Special Education student group performance will increase from 11% in 2023 to 13% by June 2024. The Economically Disadvantaged student group performance will increase from 51% in 2023 to 53% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective math lessons, analyze data from formative and summative assessments to plan instruction and intervention Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of math instruction with evidence of all the components as evidenced by the walkthrough forms/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide information and support to parents so that they can encourage math numeracy at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of math</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Collaborative teams will engage in professional development to improve teacher instructional practices.</p> <p>Strategy's Expected Result/Impact: increase in effective tier I math instruction as measured by walkthrough data and CFAs</p> <p>Staff Responsible for Monitoring: Staff Responsible for Monitoring Campus principals</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
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1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 24% in 2023 to 26% by June 2024. The Special Education student group performance will increase from 0% in 2023 to 2% by June 2024. The Economically Disadvantaged student group performance will increase from 23% in 2023 to 25% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will participate in weekly PLCs to unpack and break down grade level TEKS and collaboratively plan effective science lessons utilizing and analyze data for guided instruction and intervention planning. Teachers will also participate in Extended Planning opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the fidelity of teaching effective science lessons with the components as evidenced by the science walkthroughs/data; Increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Specialists/All teaching staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide information and support to parents so that they can encourage science exploration at home.</p> <p>Strategy's Expected Result/Impact: Increase in family participation and awareness of the importance of science.</p> <p>Staff Responsible for Monitoring: Instructional Specialists; principals</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Provide a science/STEM space for students that encourages science/STEM with a focus on cognitively complex tasks for students to do.</p> <p>Strategy's Expected Result/Impact: Increase in higher order thinking skills and questioning by students.</p> <p>Staff Responsible for Monitoring: All teaching staff</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	June
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Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

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					\$5,166.00
+/- Difference					\$5,166.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,272.00
+/- Difference					\$1,272.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$3,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$254,800.00
+/- Difference					\$251,800.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$4,290.00
+/- Difference					\$4,290.00
Grand Total Budgeted					\$265,528.00
Grand Total Spent					\$3,000.00
+/- Difference					\$262,528.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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

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

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

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

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	35	1	0	1	0	9	40	5	29	39	7	46
2022	44	29	0		0		33	22	20	24	28	43	30
2023	46	31	1		1		36	24	21	26	29	44	31
2024	48	33	1		1		39	26	21	28	29	46	31
2025	50	35	2		2		43	28	22	31	30	48	32
2026	54	39	4		4		49	32	24	35	32	51	34
2027	58	43	5		5		56	36	25	40	33	54	35

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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

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

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

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

Reading											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	37	3	0	1	0	14	31	6	31	32	15	47
2022	50	41	33		0		29	35	33	39	41	40	40
2023	52	43	34		1		32	37	34	41	42	41	41
2024	54	45	34		1		35	39	34	43	42	43	41
2025	56	47	35		2		39	41	35	46	43	45	42
2026	60	51	37		4		45	45	37	50	45	48	44
2027	64	55	38		5		52	49	38	55	46	51	45

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	48	1	0	0	0	16	44	5	38	45	11	56
2022	0	40	0				6	32	20	32	36	27	34
2023	2	42	1				9	34	21	34	37	28	35
2024	4	44	1				12	36	21	36	37	30	35
2025	6	46	2				16	38	22	39	38	32	36
2026	10	50	4				22	42	24	43	40	35	38
2027	14	54	5				29	46	25	48	41	38	39

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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

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Reading											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	22	120	5	0	2	0	39	115	16	98	116	33	149
2022	32	37	20		0		21	30	25	32	34	36	35
2023	34	39	21		1		24	32	26	34	35	37	36
2024	36	41	21		1		27	34	26	36	35	39	36
2025	38	43	22		2		31	36	27	39	36	41	37
2026	42	47	24		4		37	40	29	43	38	44	39
2027	46	51	25		5		44	44	30	48	39	47	40

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	35	1	0	1	0	9	40	5	29	39	7	46
2022	44	23	0		0		33	20	20	21	26	29	26
2023	47	25	1		1		36	22	21	23	27	31	27
2024	50	28	3		3		39	25	23	25	29	33	29
2025	53	32	5		5		43	29	25	28	31	36	31
2026	59	36	7		7		48	33	27	32	33	40	33
2027	65	42	10		10		55	39	30	37	36	45	36

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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

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

Math											Grade 4		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	37	3	0	1	0	14	31	6	31	32	15	47
2022	67	32	33		0		36	35	50	35	41	27	36
2023	70	34	34		1		39	37	51	37	42	29	37
2024	73	37	36		3		42	40	53	39	44	31	39
2025	76	41	38		5		46	44	55	42	46	34	41
2026	82	45	40		7		51	48	57	46	48	38	43
2027	88	51	43		10		58	54	60	51	51	43	46

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	48	1	0	0	0	16	44	5	38	45	11	56
2022	0	27	100				6	20	60	29	29	9	25
2023	3	29	100				9	22	61	31	30	11	26
2024	6	32	100				12	25	63	33	32	13	28
2025	9	36	100				16	29	65	36	34	16	30
2026	15	40	100				21	33	67	40	36	20	32
2027	21	46	100				28	39	70	45	39	25	35

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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Math											All Grades		
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	22	120	5	0	2	0	39	115	16	98	116	33	149
2022	36	28	40		0		23	24	44	29	31	21	29
2023	39	30	41		1		26	26	45	31	32	23	30
2024	42	33	43		3		29	29	47	33	34	25	32
2025	45	37	45		5		33	33	49	36	36	28	34
2026	51	41	47		7		38	37	51	40	38	32	36
2027	57	47	50		10		45	43	54	45	41	37	39

HB3 Campus Goals - All Grades STAAR at Meets Standard

Barron

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

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	48	1	0	0	0	16	44	5	38	45	11	56
2022	0	15	0				6	9	20	13	16	0	12
2023	3	17	1				9	11	21	15	17	2	13
2024	6	20	3				12	14	23	17	19	4	15
2025	9	24	5				16	18	25	20	21	7	17
2026	15	29	7				21	23	28	24	23	11	19
2027	21	35	10				28	29	32	29	26	15	22

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
Principal, 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, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>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. Campus Wellness Plan ● 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. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> ● K-8 Measure MVPA and physical activity time 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. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<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, Executive Director for Student and Family Services	<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 		

	<ul style="list-style-type: none">● 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		
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