

2020-2021 Campus Improvement Plan  
Elementary Campus Performance Objectives

Campus Name	Performance Objectives
Adams Hill Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at ADAMS HILL ES achieving Meets on 3rd grade STAAR Math will increase to 40% with the subsequent targets set for each of the following student groups: African Americans 38%, Hispanic 41%, White * %, American Indian *%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 25%, Former Special Education *%, Continuously enrolled 41%, Non-continuously Enrolled 34%, Economically Disadvantaged 36%, and EL students to 48%.</p> <p>At the end of the year of 2021-2022 the % below in K-5 will score at/above level of the 41st percentile (At Risk) on MAP:</p> <p>Kdg --88% (needing 9 more students)            1st-- 81% (needing 12 more students)            2nd-- 62% (needing 25 more students)            3rd-- 64% (needing 22 more students)            4th-- 72% (needing 18 more students)            5th--65% (needing 14 more students)</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at ADAMS HILL ES achieving Meets on 3rd grade STAAR Reading will increase to 31% with the subsequent targets set for each of the following student groups: African Americans 39%, Hispanic 32%, White * %, American Indian *%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 32%, Former Special Education *%, Continuously enrolled 28%, Non-continuously Enrolled 42%, Economically Disadvantaged 32%, and EL students to 32%.</p> <p>At the end of the year of 2021-2022 the % below in K-5 will score at/above reading level on the IRI. (*ISIP Early Reading Summary October--Level 2)</p> <p>*Kdg --36%            1st--27%            2nd--23%            3rd--22%            4th--32%            5th--28%</p>
	<p>At the end of the year of 2021-2022, 60% of 5th grade students will score 70% or higher on the Science CDB.</p>

Allen Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at ALLEN ES achieving Meets on 3rd grade STAAR Math will increase to 31% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 30%, White * %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 6%, Former Special Education *%, Continuously enrolled 29%, Non-continuously Enrolled 35%, Economically Disadvantaged 29%, and EL students to 41%.</p> <p>Campus Goal: 60% of all students (K-5) will meet or exceed their expected growth as measured by the MAP Assessment.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at ALLEN ES achieving Meets on 3rd grade STAAR Reading will increase to 38% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 37%, White * %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 14%, Former Special Education *%, Continuously enrolled 37%, Non-continuously Enrolled 40%, Economically Disadvantaged 38%, and EL students to 42%.</p> <p>Campus Goal: 100% of students (K-5) will make a minimum of a year's growth in reading as assessed through IRI.</p>
	<p>For the 2021-2022 school year, our campus daily attendance will increase from 90% to 94%.</p>
Aue Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at AUE ES achieving Meets on 3rd grade STAAR Math will increase to 68% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 63%, White 71 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 48%, Former Special Education *%, Continuously enrolled 68%, Non-continuously Enrolled 67%, Economically Disadvantaged 23%, and EL students to 65%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at AUE ES achieving Meets on 3rd grade STAAR Reading will increase to 69% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 69%, White 70 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 49%, Former Special Education *%, Continuously enrolled 69%, Non-continuously Enrolled 74%, Economically Disadvantaged 41%, and EL students to 66%.</p>

<p>Beard Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at BEARD ES achieving Meets on 3rd grade STAAR Math will increase to 71% with the subsequent targets set for each of the following student groups:</p> <p>African Americans -%, Hispanic 66%, White 79 %, American Indian -%, Asian 75%, Pacific Islander -%, Two or More Races *%, Current Special Education 34%, Former Special Education 78%, Continuously enrolled 73%, Non-continuously Enrolled 55%, Economically Disadvantaged 58%, and EL students to *%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at BEARD ES achieving Meets on 3rd grade STAAR Reading will increase to 71% with the subsequent targets set for each of the following student groups:</p> <p>African Americans -%, Hispanic 70%, White 77 %, American Indian -%, Asian 61%, Pacific Islander -%, Two or More Races *%, Current Special Education 28%, Former Special Education 59%, Continuously enrolled 71%, Non-continuously Enrolled 70%, Economically Disadvantaged 52%, and EL students to *%.</p> <hr/> <p>The all student performance in K-5 Grades on end of the year reading level will increase by 3% in the 2021-2022 school year.</p> <p>K: 59% -62%</p> <p>1st: 45% - 48%</p> <p>2nd: 51% - 54%</p> <p>3rd: 63% -66%</p> <p>4th: 58% - 61%</p> <p>5th: 73% - 76%</p> <hr/> <p>The all student performance in 1-5 Grades on end of the year math level will increase by 3% in the 2021-2022 school year.</p> <p>1st: 65% - 68%</p> <p>2nd: 64% - 67%</p> <p>3rd: 85% -88%</p> <p>4th: 85% - 88%</p> <p>5th: 80% - 83%</p>
<p>Behlau Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at BEHLAU ES achieving Meets on 3rd grade STAAR Math will increase to 29% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 25%, Hispanic 28%, White 28 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 27%, Former Special Education *%, Continuously enrolled 30%,</p>

	<p>Non-continuously Enrolled 27%, Economically Disadvantaged 25%, and EL students to *%.</p> <p>57% of students in K-5 will score in the 40th percentile or above on EOY MAP assessment for 21-22 school year.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at BEHLAU ES achieving Meets on 3rd grade STAAR Reading will increase to 33% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 32%, Hispanic 33%, White 29 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 13%, Former Special Education *%, Continuously enrolled 30%, Non-continuously Enrolled 43%, Economically Disadvantaged 23%, and EL students to *%.</p> <p>60% of students in grades K-5 will be on or above reading level based on EOY ISIP in 21-22 school year.</p>
Blattman Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at BLATTMAN ES achieving Meets on 3rd grade STAAR Math will increase to 69% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 65%, White 73 %, American Indian -%, Asian 84%, Pacific Islander -%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled 74%, Non-continuously Enrolled 51%, Economically Disadvantaged 27%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at BLATTMAN ES achieving Meets on 3rd grade STAAR Reading will increase to 75% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 66%, White 81 %, American Indian -%, Asian 85%, Pacific Islander -%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled 78%, Non-continuously Enrolled 64%, Economically Disadvantaged 42%, and EL students to *%.</p>
Boldt Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at BOLDT ES achieving Meets on 3rd grade STAAR Math will increase to 58% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 55%, Hispanic 56%, White 59 %, American Indian -%, Asian -%, Pacific Islander *%, Two or More Races 84%, Current Special Education 23%, Former Special Education 78%, Continuously enrolled 59%, Non-continuously Enrolled 56%, Economically Disadvantaged 61%, and EL students to *%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at BOLDT ES achieving Meets on 3rd grade STAAR Reading will increase to 47% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 42%, Hispanic 51%, White 38 %, American Indian -%, Asian -%, Pacific Islander *%, Two or More Races 70%, Current Special Education 32%, Former Special Education 19%, Continuously enrolled 48%, Non-continuously Enrolled 44%, Economically Disadvantaged 37%, and EL students to *%.</p> <p>The implementation of morning meetings, relaxation stations and calming strategies were needed significantly due to the trauma endured by all students. The responsive services were utilized for approximately 514 students.</p>
Boone Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at BOONE ES achieving Meets on 3rd grade STAAR Math will increase to 22% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 19%, White 54 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 19%, Former Special Education *%, Continuously enrolled 25%, Non-continuously Enrolled 6%, Economically Disadvantaged 20%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at BOONE ES achieving Meets on 3rd grade STAAR Reading will increase to 27% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 23%, White 43 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 13%, Former Special Education *%, Continuously enrolled 28%, Non-continuously Enrolled 22%, Economically Disadvantaged 21%, and EL students to *%.</p> <p>By the end of the 2021-2022 school year, our campus overall student attendance will be 95%. EOY 20-21 = 95.9% under revised attendance guidelines due to COVID.</p>
Brauchle Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at BRAUCHLE ES achieving Meets on 3rd grade STAAR Math will increase to 46% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 40%, White 55 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 6%, Former Special Education *%, Continuously enrolled 42%, Non-continuously Enrolled 61%, Economically Disadvantaged 39%, and EL students to *%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at BRAUCHLE ES achieving Meets on 3rd grade STAAR Reading will increase to 37% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 36%, White 42 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 7%, Former Special Education *%, Continuously enrolled 33%, Non-continuously Enrolled 52%, Economically Disadvantaged 40%, and EL students to *%.</p> <p>100% of our classroom teachers will consistently utilize PBIS in their classroom setting.</p> <p>70% of our Kinder-5th grade students will make gains according to the NISD writing rubric from the fall to the spring using a narrative writing sample.</p>
Braun Station Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at BRAUN STATION ES achieving Meets on 3rd grade STAAR Math will increase to 51% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 44%, White 78 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 20%, Former Special Education *%, Continuously enrolled 52%, Non-continuously Enrolled 41%, Economically Disadvantaged 39%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at BRAUN STATION ES achieving Meets on 3rd grade STAAR Reading will increase to 47% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 38%, White 79 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 21%, Former Special Education *%, Continuously enrolled 45%, Non-continuously Enrolled 70%, Economically Disadvantaged 47%, and EL students to *%.</p> <p>In the 2021-22 school year, we will decrease the number of students identified as at-risk from 43.1% to 38.1%.</p> <p>In the 2021-22 school year, we will decrease the achievement gap between special education students and the "all" student group from 52% to 48% in reading level.</p> <p>In the 2021-22 school year, 5th grade students will increase science STAAR test scores from 65% to 70% passing.</p>

<p>Burke Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at BURKE ES achieving Meets on 3rd grade STAAR Math will increase to 45% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 49%, White 29 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 21%, Former Special Education *%, Continuously enrolled 46%, Non-continuously Enrolled 42%, Economically Disadvantaged 32%, and EL students to 54%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at BURKE ES achieving Meets on 3rd grade STAAR Reading will increase to 43% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 43%, White 45 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 22%, Former Special Education *%, Continuously enrolled 45%, Non-continuously Enrolled 32%, Economically Disadvantaged 29%, and EL students to 60%.</p> <hr/> <p>Reengage and reconnect with all parents and students during the 2021-22 school year.</p>
<p>Cable Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at CABLE ES achieving Meets on 3rd grade STAAR Math will increase to 19% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 20%, White * %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 31%, Former Special Education *%, Continuously enrolled 16%, Non-continuously Enrolled 34%, Economically Disadvantaged 20%, and EL students to 22%.</p> <p>The Percentage of students reaching "Meets" on the Math MAP projected proficiency in grades 2-5 will increase to 30% by the EOY. The percentage of students showing equivalency of 1 year growth on the Math MAP test will increase by 10% in grades K-1 by the EOY.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at CABLE ES achieving Meets on 3rd grade STAAR Reading will increase to 16% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 14%, White * %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 32%, Former Special Education *%, Continuously enrolled 13%, Non-continuously Enrolled 28%, Economically Disadvantaged 17%, and EL students to 28%.</p> <p>100% of Cable students will make 1 year's growth (4 reading levels) according to the appropriate assessment tool by the end of the 2021-22 school year and 60% of Cable K - 5 students will be reading on grade level according to</p>

	the NISD Reading Continuum by the end of the 2021-22 school year.
Carlos Coon Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at CARLOS COON ES achieving Meets on 3rd grade STAAR Math will increase to 39% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 16%, Hispanic 37%, White 98 %, American Indian *%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 12%, Former Special Education *%, Continuously enrolled 42%, Non-continuously Enrolled 33%, Economically Disadvantaged 34%, and EL students to 55%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at CARLOS COON ES achieving Meets on 3rd grade STAAR Reading will increase to 21% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 8%, Hispanic 18%, White 39 %, American Indian *%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 13%, Former Special Education *%, Continuously enrolled 22%, Non-continuously Enrolled 18%, Economically Disadvantaged 17%, and EL students to 13%.</p> <p>Overall ADA student attendance will increase from 94% to 95% in the 2021-2022 school year.</p>
Carnahan Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at CARNAHAN ES achieving Meets on 3rd grade STAAR Math will increase to 45% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 38%, White 48 %, American Indian -%, Asian 76%, Pacific Islander -%, Two or More Races *%, Current Special Education 12%, Former Special Education 31%, Continuously enrolled 45%, Non-continuously Enrolled 42%, Economically Disadvantaged 45%, and EL students to 75%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at CARNAHAN ES achieving Meets on 3rd grade STAAR Reading will increase to 31% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 32%, White 27 %, American Indian -%, Asian 43%, Pacific Islander -%, Two or More Races *%, Current Special Education 5%, Former Special Education 16%, Continuously Enrolled 32%, Non-continuously Enrolled 21%, Economically Disadvantaged 23%, and EL students to 30%.</p> <p>By the end of 2021-22 SY, the attendance percent for eco dis and at risk students will increase by 2% respectively (eco dis and at risk will both be at 95%).</p>

	By the end of the 2021-22 SY, each grade level will show a 15% increase on grade level conventions.
Carson Elementary	By the end of SY 2021-22, the percentage of the "All" students group at CARSON ES achieving Meets on 3rd grade STAAR Math will increase to 45% with the subsequent targets set for each of the following student groups:  African Americans *%, Hispanic 40%, White 59 %, American Indian -%, Asian -%, Pacific Islander *%, Two or More Races *%, Current Special Education 23%, Former Special Education *%, Continuously enrolled 47%, Non-continuously Enrolled 36%, Economically Disadvantaged 31%, and EL students to *%.
	By the end of SY 2021-22, the percentage of the "All" students group at CARSON ES achieving Meets on 3rd grade STAAR Reading will increase to 45% with the subsequent targets set for each of the following student groups:  African Americans *%, Hispanic 43%, White 60 %, American Indian -%, Asian -%, Pacific Islander *%, Two or More Races *%, Current Special Education 24%, Former Special Education *%, Continuously enrolled 43%, Non-continuously Enrolled 51%, Economically Disadvantaged 30%, and EL students to *%.
	Teachers in all grade levels and cooperative teams will implement basic foundational PLC structures with 100% fidelity in the 2021-2022 school year.
Cody Elementary	By the end of SY 2021-22, the percentage of the "All" students group at CODY ES achieving Meets on 3rd grade STAAR Math will increase to 30% with the subsequent targets set for each of the following student groups:  African Americans 36%, Hispanic 30%, White 27 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 6%, Former Special Education *%, Continuously enrolled 32%, Non-continuously Enrolled 23%, Economically Disadvantaged 24%, and EL students to 23%.
	By the end of SY 2021-22, the percentage of the "All" students group at CODY ES achieving Meets on 3rd grade STAAR Reading will increase to 26% with the subsequent targets set for each of the following student groups:  African Americans 24%, Hispanic 26%, White 28 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 16%, Former Special Education *%, Continuously enrolled 27%, Non-continuously Enrolled 24%, Economically Disadvantaged 25%, and EL students to 16%.
	By the end of SY 2021- 22, 70% of students at CODY ES in grades K-5 will be on grade level TEKS in Reading, Math, and Science.

	<p>By the end of SY 2021- 22, Parental Involvement will increase by 25% at all school functions to include parent conferences, family nights, cafecitos, and other various school events.</p>
<p>Cole Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at COLE ES achieving Meets on 3rd grade STAAR Math will increase to 55% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 48%, Hispanic 47%, White 77 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races 55%, Current Special Education 48%, Former Special Education *%, Continuously enrolled 54%, Non-continuously Enrolled 56%, Economically Disadvantaged 36%, and EL students to 54%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at COLE ES achieving Meets on 3rd grade STAAR Reading will increase to 52% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 39%, Hispanic 49%, White 61 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races 56%, Current Special Education 37%, Former Special Education *%, Continuously enrolled 51%, Non-continuously Enrolled 54%, Economically Disadvantaged 40%, and EL students to 55%.</p>
<p>Colonies North Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at COLONIES NORTH ES achieving Meets on 3rd grade STAAR Math will increase to 34% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 38%, Hispanic 33%, White 48 %, American Indian -%, Asian 9%, Pacific Islander *%, Two or More Races *%, Current Special Education 19%, Former Special Education -%, Continuously enrolled 36%, Non-continuously Enrolled 30%, Economically Disadvantaged 29%, and EL students to 23%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at COLONIES NORTH ES achieving Meets on 3rd grade STAAR Reading will increase to 33% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 9%, Hispanic 42%, White 30 %, American Indian -%, Asian 21%, Pacific Islander *%, Two or More Races *%, Current Special Education 28%, Former Special Education -%, Continuously enrolled 39%, Non-continuously Enrolled 17%, Economically Disadvantaged 19%, and EL students to 18%.</p> <hr/> <p>During the 2021-2022 school year, we will reengage and reconnect with all parents and students.</p>

<p>Driggers Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at DRIGGERS ES achieving Meets on 3rd grade STAAR Math will increase to 57% with the subsequent targets set for each of the following student groups:</p> <p>Hispanic 55%, Current Special Education 34%, Continuously enrolled 65%, Non-continuously Enrolled 36%, Economically Disadvantaged 52%, and EL students to 61%.</p> <p>Sub goal: Increase the % of At-Risk students on Math STAAR at the Approaches level</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at DRIGGERS ES achieving Meets on 3rd grade STAAR Reading will increase to 40% with the subsequent targets set for each of the following student groups:</p> <p>Hispanic 37%, Current Special Education 26%, Continuously enrolled 47%, Non-continuously Enrolled 23%, Economically Disadvantaged 31%, and EL students to 24%.</p> <p>Sub goal: Increase the percentage of K-5 students making 4 levels of growth or more at EOY IRI</p> <hr/> <p>Increase this year's Identified SPED students with reading goals in their IEP's performance by 5% when measured from the beginning of the 2020/2021 school year to the end of the 2020-2021 school year.</p> <hr/> <p>Increase this year's 5th grade students' performance at or above the approaches level on the STAAR Science assessment will increase by 5% in the 2021-2022 school year when measured against the 2018/2019 STAAR Science assessment.</p> <hr/> <p>Parental participation will increase with opportunities for families/community to be involved in engaging activities to build on campus and community unity growing.</p>
<p>Ellison Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at ELLISON ES achieving Meets on 3rd grade STAAR Math will increase to 64% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 38%, Hispanic 58%, White 82 %, American Indian -%, Asian 58%, Pacific Islander -%, Two or More Races *%, Current Special Education 31%, Former Special Education *%, Continuously enrolled 67%, Non-continuously Enrolled 56%, Economically Disadvantaged 42%, and EL students to 68%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at ELLISON ES achieving Meets on 3rd grade STAAR Reading will increase to 63% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 39%, Hispanic 65%, White 71 %, American Indian -%, Asian 39%, Pacific Islander -%, Two or More Races *%, Current Special Education 32%, Former Special Education *%, Continuously enrolled 65%, Non-continuously Enrolled 61%, Economically Disadvantaged 43%, and EL students to 69%.</p> <p>By the end of the SY 2021-22, 100% of classroom teachers will report feeling more confident with SEL strategies, Rtl behavioral interventions, and campus protocols for addressing student behavior.</p>
Elrod Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at ELROD ES achieving Meets on 3rd grade STAAR Math will increase to 56% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 51%, White 65 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 58%, Former Special Education -%, Continuously enrolled 58%, Non-continuously Enrolled 43%, Economically Disadvantaged 43%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at ELROD ES achieving Meets on 3rd grade STAAR Reading will increase to 58% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 50%, White 79 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 59%, Former Special Education -%, Continuously enrolled 62%, Non-continuously Enrolled 35%, Economically Disadvantaged 47%, and EL students to *%.</p> <p>Provide opportunities for students to access strategies/resources to address social-emotional support.</p>

Esparza Elementary

\*Targeted: Increase the mean RIT of students in:  
Kinder to 157  
Grade 1 from 166 to 176  
Grade 2 from 164 to 189  
Grade 3 from 180 to 201  
Grade 4 from 195 to 211  
Grade 5 from 200 to 219  
on the 2021-2022 Spring MAP Growth Assessment by strengthening algebraic reasoning and problem solving skills.

HB3: By the end of SY 2021-22, the percentage of the "All" students group at ESPARZA ES achieving Meets on 3rd grade STAAR Math will increase to 27% with the subsequent targets set for each of the following student groups:

African Americans \*%, Hispanic 22%, White 98 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 18%, Former Special Education \*%, Continuously enrolled 28%, Non-continuously Enrolled 25%, Economically Disadvantaged 14%, and EL students to 26%.

"Targeted: By the end of the 21-22 school year, we will increase the percent of all students reading on grade level to::

PK - 75% Uppercase and lowercase ID and sound recognition

Kinder - 40% (21 students)

1st - 50% (27 students)

2nd - 45% (29 students)

3rd - 63% (46 students)

4th - 55% (31 students)

5th - 61% (58 students)

By the end of SY 2021-22, the percentage of the "All" students group at ESPARZA ES achieving Meets on 3rd grade STAAR Reading will increase to 32% with the subsequent targets set for each of the following student groups:

African Americans \*%, Hispanic 28%, White 99 %, American Indian -%, Asian -%, Pacific Islander -%, Two or Mores Race -%, Current Special Education 5%, Former Special Education \*%, Continuously enrolled 34%, Non-continuously Enrolled 17%, Economically Disadvantaged 19%, and EL students to 27%.

<p>Evers Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at EVERS ES achieving Meets on 3rd grade STAAR Math will increase to 35% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 42%, Hispanic 29%, White 58 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 22%, Former Special Education *%, Continuously enrolled 36%, Non-continuously Enrolled 27%, Economically Disadvantaged 30%, and EL students to 42%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at EVERS ES achieving Meets on 3rd grade STAAR Reading will increase to 39% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 55%, Hispanic 32%, White 46 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 23%, Former Special Education *%, Continuously enrolled 39%, Non-continuously Enrolled 34%, Economically Disadvantaged 27%, and EL students to 43%.</p> <hr/> <p>80% of K-5 students will reach Level 3 or higher on the end of year ISIP reading assessment in the 2021-2022 school year. (PK-80% of PK students will be on level according to the PK assessment guidelines.)</p> <hr/> <p>80% of K-5 students will reach Level 3 or higher on the end of year MAP math assessment in the 2021-2022 school year. (PK-80% of PK students will be on level according to the PK assessment guidelines.)</p>
<p>Fernandez Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at FERNANDEZ ES achieving Meets on 3rd, 4th, and 5th grade STAAR Math will increase to 54% with the subsequent targets set for each of the following student groups for each grade level:</p> <p>African Americans 55%, Hispanic 55%, White 58 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 48%, Former Special Education *%, Continuously enrolled 55%, Non-continuously Enrolled 45%, Economically Disadvantaged 40%, and EL students 65%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at FERNANDEZ ES achieving Meets on 3rd, 4th and 5th grade STAAR Reading will increase to 54% with the subsequent targets set for each of the following student groups for each grade level:</p> <p>African Americans 56%, Hispanic 47%, White 39 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 19%, Former Special Education *%, Continuously enrolled 44%, Non-continuously Enrolled 46%, Economically Disadvantaged 34%, and EL students to 66%.</p>

Fields Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at FIELDS ES achieving Meets on 3rd grade STAAR Math will increase to 54% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 54%, White 63 %, American Indian -%, Asian 38%, Pacific Islander -%, Two or More Races 31%, Current Special Education 29%, Former Special Education 73%, Continuously enrolled 50%, Non-continuously Enrolled 73%, Economically Disadvantaged 49%, and EL students to 56%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at FIELDS ES achieving Meets on 3rd grade STAAR Reading will increase to 44% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 36%, White 64 %, American Indian -%, Asian 19%, Pacific Islander -%, Two or More Races 49%, Current Special Education 14%, Former Special Education 37%, Continuously enrolled 41%, Non-continuously Enrolled 59%, Economically Disadvantaged 35%, and EL students to 46%.</p> <p>75% of Fields students will be on or above reading level by the end of 2021-2022 school year.</p>
Fisher Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at FISHER ES achieving Meets on 3rd grade STAAR Math will increase to 49% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 28%, Hispanic 49%, White 86 %, American Indian -%, Asian -%, Pacific Islander -%, Two or Mores Race *%, Current Special Education 12%, Former Special Education *%, Continuously enrolled 54%, Non-continuously Enrolled 30%, Economically Disadvantaged 47%, and EL students to 52%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at FISHER ES achieving Meets on 3rd grade STAAR Reading will increase to 43% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 39%, Hispanic 42%, White 62 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 6%, Former Special Education *%, Continuously enrolled 45%, Non-continuously Enrolled 31%, Economically Disadvantaged 38%, and EL students to 40%.</p> <p>Based on the BOY IRI, 75% of each class (1st - 5th grade)will show 4 cycles of growth on the reading level continuum by the end of SY 21-22.  **Prek - End of Year, each class will have 50% reading at level A; 75% will know letters and sounds  **Kinder - End of Year, each class will have 75% reading at level D; 95% will know letters and sounds</p> <p>Based on the BOY Math Assessment (Universal Screener and Imagine Math) 70% of each Kinder - 5th grade class will be on grade level by the end of the year.  **Prek - hands on number sense</p>

	<p>Parental participation will increase with opportunities for families/community to be involved in engaging activities to build on campus and community unity growing.</p>
<p>Forester Elementary</p>	<p>The number of K &amp; 1st grade students performing below grade level in reading as measured by Istation ISIP will decrease by 20% and the number of 2nd-5th grade students performing below grade level in reading as measured by Istation ISIP will decrease by 10% in the 2021-2022 school year.</p> <p>HB3: By the end of SY 2021-22, the percentage of the "All" students group at FORESTER ES achieving Meets on 3rd grade STAAR Reading will increase to 48% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 49%, Hispanic 49%, White 51 %, Current Special Education 9%, Former Special Education 62%, Continuously enrolled 54%, Non-continuously Enrolled 31%, Economically Disadvantaged 41%, and EL students to 46%.</p> <hr/> <p>The number of K-5th grade students performing below grade level in math as measured by MAP will decrease by 10% in the 2021-2022 school year.</p> <p>HB3: By the end of SY 2021-22, the percentage of the "All" students group at FORESTER ES achieving Meets on 3rd grade STAAR Math will increase to 52% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 38%, Hispanic 54%, White 50 %, Current Special Education 17%, Former Special Education 61%, Continuously enrolled 56%, Non-continuously Enrolled 42%, Economically Disadvantaged 51%, and EL students to 48%.</p>
<p>Franklin Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at FRANKLIN ES achieving Meets on 3rd grade STAAR Math will increase to 54% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 65%, Hispanic 45%, White 81 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 25%, Former Special Education *%, Continuously enrolled 57%, Non-continuously Enrolled 42%, Economically Disadvantaged 29%, and EL students to *%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at FRANKLIN ES achieving Meets on 3rd grade STAAR Reading will increase to 48% with the subsequent targets set for each of the following student groups:</p>

	<p>African Americans 49%, Hispanic 41%, White 60 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 26%, Former Special Education *%, Continuously enrolled 49%, Non-continuously Enrolled 43%, Economically Disadvantaged 19%, and EL students to *%.</p>
	<p>All students Kinder-5th grade will increase reading performance on their ISIP score/reading level from month to month. We will decrease the number of students scoring in the Level 1 &amp; 2 range of ISIP.</p>
<p>Galm Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at GALM ES achieving Meets on 3rd grade STAAR Math will increase to 32% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 15%, Hispanic 30%, White 38 %, Two or More Races 48%, Current Special Education 29%, Continuously enrolled 36%, Non-continuously Enrolled 15%, Economically Disadvantaged 19%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at GALM ES achieving Meets on STAAR Math will increase to 40%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at GALM ES achieving Meets on 3rd grade STAAR Reading will increase to 36% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 16%, Hispanic 33%, White 51 %, Two or More Races 32%, Current Special Education 30%, Continuously enrolled 36%, Non-continuously Enrolled 34%, Economically Disadvantaged 24%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at GALM ES achieving Meets on STAAR Reading will increase to 50%.</p>
<p>Glass Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at GLASS ES achieving Meets on 3rd grade STAAR Math will increase to 32% with the subsequent targets set for each of the following student groups:</p> <p>Hispanic 30%, White 48 %, Current Special Education 23%, Continuously enrolled 35%, Non-continuously Enrolled 23%, Economically Disadvantaged 32%.</p> <p>By the end of the SY 2021-22, we will have the following % of students meet their projected growth on MAP - 5th - 80% 4th - 70% 3rd - 70% 2nd - 70% 1st - 75% K - 70%</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at GLASS ES achieving Meets on 3rd grade STAAR Reading will increase to 31% with the subsequent targets set for each of the following student groups:</p> <p>Hispanic 27%, White 66 %, Current Special Education 16%, Continuously enrolled 34%, Non-continuously Enrolled 19%, Economically Disadvantaged 28%.</p> <p>By the end of the SY 2021-22, we will have the following % of students making one years growth as measured through IRI : 5th - 80% 4th - 80% 3rd - 80% 2nd - 70% 1st - 70%.</p> <p>By the end of the SY 2021-22, we will have 70% of our kinder students developed as measured through TXKEA.</p> <p>Maintain monthly attendance committee meetings to review attendance data and develop next steps.</p>
Glenn Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at GLENN ES achieving Meets on 3rd grade STAAR Math will increase to 34% with the subsequent targets set for each of the following student groups: Hispanic 30%, White 31 %, Current Special Education 27%, Continuously enrolled 30%, Non-continuously Enrolled 46%, Economically Disadvantaged 34%, and EL students to 52%.</p> <p>- 50% of all students will master 70% of math standards by the end of 2022 school year.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at GLENN ES achieving Meets on 3rd grade STAAR Reading will increase to 22% with the subsequent targets set for each of the following student groups: African Americans *%, Hispanic 21%, White 32 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races -%, Current Special Education 17%, Former Special Education *%, Continuously enrolled 22%, Non-continuously Enrolled 23%, Economically Disadvantaged 22%, and EL students to 22%.</p> <p>- 100% of Glenn students will make 1 year's growth according to the appropriate assessment tool by the end of the 2021-22 school year and 60% of Glenn K - 5 students will be reading on grade level according to the NISD Reading Continuum by the end of the 2021-22 school year.</p> <p>52% of Glenn Students will be proficient writers according to the NISD Writing Rubric by June 2022.</p>
Glenoaks Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at GLENOAKS ES achieving Meets on 3rd grade STAAR Math will increase to 46% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 48%, Hispanic 40%, White * %, American Indian -%, Asian 82%, Pacific Islander -%, Two or More Races -%, Current Special Education 23%, Former Special Education *%, Continuously enrolled 47%,</p>

	<p>Non-continuously Enrolled 45%, Economically Disadvantaged 39%, and EL students to 52%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at GLENOAKS ES achieving Meets on 3rd grade STAAR Reading will increase to 44% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 32%, Hispanic 37%, White * %, American Indian -%, Asian 74%, Pacific Islander -%, Two or More Races -%, Current Special Education 19%, Former Special Education *%, Continuously enrolled 46%, Non-continuously Enrolled 42%, Economically Disadvantaged 34%, and EL students to 29%.</p> <p>By the end of the SY 2021-22, our daily student attendance rate will be an average of 95%.</p> <p>By the end of the SY 2021-2022 90% of PK students will be prepared for Kinder, 50% of Kinder and 1st grade students will be reading on grade level, 55% of 2nd, 3rd, 4th and 5th grade students will be reading on grade level.</p>
Hatchett Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at HATCHETT ES achieving Meets on 3rd grade STAAR Math will increase to 49% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 45%, White 48 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 18%, Former Special Education *%, Continuously enrolled 49%, Non-continuously Enrolled 48%, Economically Disadvantaged 47%, and EL students to 58%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at HATCHETT ES achieving Meets on 3rd grade STAAR Reading will increase to 45% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 44%, White 35 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 29%, Former Special Education *%, Continuously enrolled 48%, Non-continuously Enrolled 34%, Economically Disadvantaged 45%, and EL students to 59%.</p>
Helotes Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at HELOTES ES achieving Meets on 3rd grade STAAR Math will increase to 40% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 48%, White 50 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 15%, Former Special Education *%, Continuously enrolled 48%, Non-continuously Enrolled 54%, Economically Disadvantaged 19%, and EL students to -%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at HELOTES ES achieving Meets on 3rd grade STAAR Reading will increase to 65% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 60%, White 57 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 32%, Former Special Education *%, Continuously enrolled 56%, Non-continuously Enrolled 77%, Economically Disadvantaged 41%, and EL students to -%.</p>
<p>Henderson Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at HENDERSON ES achieving Meets on 3rd grade STAAR Math will increase to 74% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 58%, Hispanic 66%, White 86 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 65%, Former Special Education *%, Continuously enrolled 73%, Non-continuously Enrolled 76%, Economically Disadvantaged 63%, and EL students to 48%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at HENDERSON ES achieving Meets on 3rd grade STAAR Reading will increase to 61% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 79%, Hispanic 49%, White 75 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 32%, Former Special Education *%, Continuously enrolled 64%, Non-continuously Enrolled 55%, Economically Disadvantaged 44%, and EL students to 24%.</p>
<p>Hoffmann Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at HOFFMAN ES achieving Meets on 3rd grade STAAR Math will increase to 47% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 15%, Hispanic 42%, White 57 %, American Indian -%, Asian 73%, Pacific Islander *%, Two or More Races 51%, Current Special Education 29%, Former Special Education *%, Continuously enrolled 52%, Non-continuously Enrolled 33%, Economically Disadvantaged 27%, and EL students to 41%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at HOFFMAN ES achieving Meets on 3rd grade STAAR Reading will increase to 50% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 49%, Hispanic 44%, White 61 %, American Indian -%, Asian 74%, Pacific Islander *%, Two or More Races 46%, Current Special Education 24%, Former Special Education *%, Continuously enrolled 55%,</p>

	<p>Non-continuously Enrolled 37%, Economically Disadvantaged 25%, and EL students to 28%.</p>
	<p>By EOY, 65% of K-5 students will be reading on/above grade level according to ISIP Early Reading Ability Scores: Kinder-54%, 1st-61%, 2nd-63%, 3rd-73%, 4th-66%, 5th-69%</p>
<p>Howsman Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at HOWSMAN ES achieving Meets on 3rd grade STAAR Math will increase to 26% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 48%, Hispanic 21%, White 48 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 8%, Former Special Education *%, Continuously enrolled 29%, Non-continuously Enrolled 16%, Economically Disadvantaged 23%, and EL students to 33%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at HOWSMAN ES achieving Meets on 3rd grade STAAR Reading will increase to 26% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 16%, Hispanic 26%, White 35 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 5%, Former Special Education *%, Continuously enrolled 30%, Non-continuously Enrolled 13%, Economically Disadvantaged 24%, and EL students to 34%.</p>
	<p>Increase the number of students reading on level from 75% to 80% during the 2021-2022 school year.</p>
	<p>Increase the number of students writing on level from 60% to 80% during the 2021-2022 school year.</p>
	<p>Increase the number of students working on level in math from 75% to 80% during the 2021-2022 school year.</p>
	<p>Increase student attendance from 93.89% to 95% during the 2021-2022 school year.</p>
<p>Hull Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at HULL ES achieving Meets on 3rd grade STAAR Math will increase to 37% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 37%, White 36 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 25%, Former Special Education -%, Continuously enrolled 38%, Non-continuously Enrolled 31%, Economically Disadvantaged 31%, and EL students to 11%.</p> <p>Increase the percentage of students that meet their projected RIT Growth utilizing MAP data from EOY 2021 to EOY 2022.</p>

	<p>K: 1st: 2nd: 3rd: 4th: 5th:</p> <p>Increase the percentage of students at each grade scoring 70% or higher on grade level campus assessments by EOY 2022 (campus based assessments of 3 priority TEKS) Kinder , 1st , 2nd , 3rd , 4th , 5</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at HULL ES achieving Meets on 3rd grade STAAR Reading will increase to 20% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 23%, White 12 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 17%, Former Special Education -%, Continuously enrolled 23%, Non-continuously Enrolled 5%, Economically Disadvantaged 15%, and EL students to 5%.</p> <p>Increase the percentage of students scoring greater than the 40% percentile on the ISIP Assessment from: K-5th from BOY to EOY.</p> <p>Increase the % of students at each grade (K-5) scoring a 70% or higher on grade-level campus assessments by EOY 2022 .</p>
Kallison Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at KALLISON ES achieving Meets STAAR Math will increase to 51% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 36%, Hispanic 49%, White 62 %, American Indian *%, Asian *%, Pacific Islander *%, Two or More Races 18%, Current Special Education 65%, Former Special Education *%, Continuously enrolled 46%, Non-continuously Enrolled 62%, Economically Disadvantaged 53%, and EL students to 55%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at KALLISON ES achieving Meets STAAR Reading will increase to 42% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 12%, Hispanic 48%, White 41 %, American Indian *%, Asian *%, Pacific Islander *%, Two or More Races 19%, Current Special Education 57%, Former Special Education *%, Continuously enrolled 42%, Non-continuously Enrolled 40%, Economically Disadvantaged 23%, and EL students to 28%.</p>
Knowlton Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at KNOWLTON ES achieving Meets on 3rd grade STAAR Math will increase to 38% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 38%, White 54 %, American Indian -%, Asian -%, Pacific Islander -%, Two or</p>

	<p>More Races -%, Current Special Education 34%, Former Special Education 48%, Continuously enrolled 42%, Non-continuously Enrolled 28%, Economically Disadvantaged 36%, and EL students to 20%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at KNOWLTON ES achieving Meets on 3rd grade STAAR Reading will increase to 31% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 32%, White 32 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 28%, Former Special Education 16%, Continuously enrolled 32%, Non-continuously Enrolled 29%, Economically Disadvantaged 25%, and EL students to 32%.</p> <p>Provide monthly opportunities for parents and students to access strategies/resources to address academic, behavioral, and social emotional needs.</p>
Krueger Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at KRUEGER ES achieving Meets on 3rd grade STAAR Math will increase to 57% with the subsequent targets set for each of the following student groups:</p> <p>Hispanic 54%, White 66 %, Current Special Education 30%, Continuously enrolled 58%, Non-continuously Enrolled 51%, and Economically Disadvantaged 37%</p> <p>By EOY, 65% of K-5 students will score above the 40th percentile on the EOY MAP assessment: K- 65%, 1st- 70%, 2nd- 55%, 3rd- 70%, 4th- 65%, 5th- 65%</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at KRUEGER ES achieving Meets on 3rd grade STAAR Reading will increase to 59% with the subsequent targets set for each of the following student groups:</p> <p>Hispanic 59%, White 64 %, Current Special Education 31%, Former Special Education *%, Continuously enrolled 59%, Non-continuously Enrolled 58%, and Economically Disadvantaged 44%</p> <p>By EOY,80% of K-5 students will read on/ above grade level K- 75%, 1st- 75%, 2nd- 66%, 3rd- 83%, 4th- 88%, 5th- 90%</p>
Kuentz Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at KUENTZ ES achieving Meets on 3rd grade STAAR Math will increase to 66% with the subsequent targets set for each of the following student groups: African Americans *%, Hispanic 64%, White 74 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 45%, Former Special Education 58%, Continuously enrolled 67%, Non-continuously Enrolled 62%, Economically Disadvantaged 72%, and EL students to *%.</p>

	<p>By the end of SY 2021-22, the percentage of the “All” students group at KUENTZ ES achieving Meets on 3rd grade STAAR Reading will increase to 62% with the subsequent targets set for each of the following student groups: African Americans *%, Hispanic 58%, White 73 %, American Indian -%, Asian *%, Pacific Islander *%, Two or More Races *%, Current Special Education 34%, Former Special Education 49%, Continuously enrolled 62%, Non-continuously Enrolled 63%, Economically Disadvantaged 60%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of students in grades K-5 at Kuentz ES reading below grade level will decrease to 21%.</p>
Langley Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at LANGLEY ES achieving Meets on 3rd grade STAAR Math will increase to 51% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 36%, Hispanic 45%, White 75 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 41%, Former Special Education *%, Continuously enrolled 46%, Non-continuously Enrolled 65%, Economically Disadvantaged 36%, and EL students to 42%.</p> <p>By EOY, 62% of K-5 students will score above the 40th percentile on the EOY MAP assessment: K- 63%, 1st- 50%, 2nd- 82%, 3rd- 61%, 4th-54%, 5th- 60%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at LANGLEY ES achieving Meets on 3rd grade STAAR Reading will increase to 59% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 62%, Hispanic 52%, White 76 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 42%, Former Special Education *%, Continuously enrolled 54%, Non-continuously Enrolled 71%, Economically Disadvantaged 53%, and EL students to 66%.</p> <p>By EOY, 78% of K-5 students will be reading on/above grade level: K- 60%, 1st-80%, 2nd-80%, 3rd- 86%, 4th- 86%, 5th- 86%.</p>
Leon Springs Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at LEON SPRINGS ES achieving Meets on 3rd grade STAAR Math will increase to 73% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 70%, White 71 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled 74%, Non-continuously Enrolled 69%, Economically Disadvantaged 69%, and EL students to 98%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at LEON SPRINGS ES achieving Meets on 3rd grade STAAR Reading will increase to 62% with the subsequent targets set for each of the following student groups:  African Americans *%, Hispanic 46%, White 69 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled 64%, Non-continuously Enrolled 49%, Economically Disadvantaged 56%, and EL students to 39%.</p>
	<p>By the EOY 2021-2022, 35% of fourth grade students will achieve "meets" on math STAAR.</p>
	<p>By the EOY 2021-2022, 63% of fourth grade students will achieve "meets" on reading STAAR.</p>
<p>Leon Valley Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at LEON VALLEY ES achieving Meets on 3rd grade STAAR Math will increase to 37% with the subsequent targets set for each of the following student groups:   African Americans -%, Hispanic 37%, White 38 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 53%, Former Special Education *%, Continuously enrolled 37%, Non-continuously Enrolled 36%, Economically Disadvantaged 29%, and EL students to 48%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at LEON VALLEY ES achieving Meets on 3rd grade STAAR Reading will increase to 42% with the subsequent targets set for each of the following student groups:   African Americans -%, Hispanic 41%, White 49 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 44%, Former Special Education *%, Continuously enrolled 43%, Non-continuously Enrolled 37%, Economically Disadvantaged 38%, and EL students to 49%.</p>
<p>Lewis Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at LEWIS ES achieving Meets on 3rd grade STAAR Math will increase to 40% with the subsequent targets set for each of the following student groups:  African Americans 31%, Hispanic 43%, White 28 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 18%, Former Special Education *%, Continuously enrolled 44%, Non-continuously Enrolled 23%, Economically Disadvantaged 35%, and EL students to 69%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at LEWIS ES achieving Meets on 3rd grade STAAR Reading will increase to 43% with the subsequent targets set for each of the following student groups:  African Americans 32%, Hispanic 44%, White 39 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 29%, Former Special Education *%, Continuously enrolled 43%, Non-continuously Enrolled 43%, Economically Disadvantaged 38%, and EL students to 42%.</p>

	<p>Teachers in all grade levels and cooperative teams will use the PLC protocols and 4 questions with 100% fidelity in the 2021-2022 school year.</p>
<p>Lieck Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at LIECK ES achieving Meets on 3rd grade STAAR Math will increase to 64% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 65%, Hispanic 63%, White 66 %, American Indian *%, Asian *%, Pacific Islander -%, Two or More Races 65%, Current Special Education 42%, Former Special Education 41%, Continuously enrolled 60%, Non-continuously Enrolled 81%, Economically Disadvantaged 64%, and EL students to *%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at LIECK ES achieving Meets on 3rd grade STAAR Reading will increase to 51% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 10%, Hispanic 52%, White 62 %, American Indian *%, Asian *%, Pacific Islander -%, Two or More Races 66%, Current Special Education 10%, Former Special Education 42%, Continuously enrolled 49%, Non-continuously Enrolled 60%, Economically Disadvantaged 43%, and EL students to *%.</p> <hr/> <p>All students Kinder-5th grade will increase Reading performance on their iSIP/ IRI level each nine weeks. We will decrease the number of students scoring in the level 1 &amp; 2 range of iSIP or reading below grade level each nine weeks.</p> <hr/> <p>As measured by Math STAAR, 4th Grade Approaches performance will increase from 61% to 71% (based on student scores from 3rd grade year), and 5th Grade Approaches performance will increase from 53% to 63% (based on student scores from 4th grade year).</p>
<p>Linton Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at LINTON ES achieving Meets on 3rd grade STAAR Math will increase to 27% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 24%, White 34 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 8%, Former Special Education 41%, Continuously enrolled 33%, Non-continuously Enrolled 10%, Economically Disadvantaged 21%, and EL students to *%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at LINTON ES achieving Meets on 3rd grade STAAR Reading will increase to 35% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 36%, White 26 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 29%, Former Special Education 28%, Continuously enrolled 36%,</p>

	<p>Non-continuously Enrolled 34%, Economically Disadvantaged 24%, and EL students to *%.</p> <p>By the end of the 2021-22 school year, 85% or more of students within each grade level will make 1 years academic growth (from where they started at the beginning of the year) in reading and math.</p>
<p>Locke Hill Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at LOCKE HILL ES achieving Meets on 3rd grade STAAR Math will increase to 56% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 20%, Hispanic 48%, White 98 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 56%, Former Special Education *%, Continuously enrolled 56%, Non-continuously Enrolled 55%, Economically Disadvantaged 44%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at LOCKE HILL ES achieving Meets on 3rd grade STAAR Reading will increase to 51% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 32%, Hispanic 45%, White 74 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 66%, Former Special Education *%, Continuously enrolled 53%, Non-continuously Enrolled 42%, Economically Disadvantaged 39%, and EL students to *%.</p> <p>By the end of the 21-22 school year, ALL student attendance will be at 95%.</p>
<p>Los Reyes Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at LOS REYES ES achieving Meets on 3rd grade STAAR Math will increase to 69% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 55%, White 87 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 31%, Former Special Education *%, Continuously enrolled 69%, Non-continuously Enrolled 68%, Economically Disadvantaged 39%, and EL students to 31%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at LOS REYES ES achieving Meets on 3rd grade STAAR Reading will increase to 64% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 50%, White 81 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 43%, Former Special Education *%, Continuously enrolled 64%, Non-continuously Enrolled 69%, Economically Disadvantaged 46%, and EL students to 43%.</p>

<p>Martin Elementary</p>	<p>Increase the percentage of students reading on or above grade level to : 77% (Kinder), 58% (1st), 66% (2nd), 67% (3rd), 57% (4th), 60% (5th) by the end of the 2021-2022 school year.</p> <p>HB3:By the end of SY 2021-22, the percentage of the “All” students group at MARTIN ES achieving Meets on 3rd grade STAAR Reading will increase to 14% with the subsequent targets set for each of the following student groups:  African Americans *%, Hispanic 12%, White * %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 13%, Former Special Education *%, Continuously enrolled 14%, Non-continuously Enrolled 12%, Economically Disadvantaged 14%, and EL students to 18%.</p> <hr/> <p>Increase the % of students performing on or above average (40th percentile) on the EOY MAP assessment: K(66%), 1st (56%), 2nd (57%), 3rd (65%), 4th (55%), 5th (54%).</p> <p>HB3:By the end of SY 2021-22, the percentage of the “All” students group at MARTIN ES achieving Meets on 3rd grade STAAR Math will increase to 15% with the subsequent targets set for each of the following student groups:  African Americans *%, Hispanic 13%, White * %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 19%, Former Special Education *%, Continuously enrolled 16%, Non-continuously Enrolled 14%, Economically Disadvantaged 15%, and EL students to 11%.</p> <hr/> <p>80% (5 of 6) of PLC grade-level teams will show growth by one-development stage from their baseline on all 5 of 6 indicators.</p> <hr/> <p>Increase student attendance to: K-95% , 1st-94.5%, 2nd-93.6%, 3rd-94.2%, 4th-94.9%, 5th-94.1%</p>
<p>May Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MAY ES achieving Meets on 3rd grade STAAR Math will increase to 46% with the subsequent targets set for each of the following student groups:  African Americans -%, Hispanic 38%, White 61 %, American Indian *%, Asian 65%, Pacific Islander -%, Two or More Races *%, Current Special Education 18%, Former Special Education 12%, Continuously enrolled 48%, Non-continuously Enrolled 31%, Economically Disadvantaged 30%, and EL students to 51%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at MAY ES achieving Meets on 3rd grade STAAR Reading will increase to 40% with the subsequent targets set for each of the following student groups:  African Americans -%, Hispanic 37%, White 43 %, American Indian *%, Asian 49%, Pacific Islander -%, Two or More Races *%, Current Special Education 39%, Former Special Education 28%, Continuously enrolled 43%, Non-continuously Enrolled 21%, Economically Disadvantaged 27%, and EL students to 52%.</p>

	<p>By the end of 21-22, All students K-5th will be on a 2 or above on the NISD writing rubric.</p>
	<p>By the end of 21-22, EL students in grades 3-5 will increase STAAR performance by 10 percentage points in Reading.</p>
<p>McAndrew Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MCANDREW ES achieving Meets on 3rd grade STAAR Math will increase to 67% with the subsequent targets set for each of the following student groups:</p> <p>African Americans -%, Hispanic 59%, White 76 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled 63%, Non-continuously Enrolled 80%, Economically Disadvantaged *%, and EL students to *%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at MCANDREW ES achieving Meets on 3rd grade STAAR Reading will increase to 73% with the subsequent targets set for each of the following student groups:</p> <p>African Americans -%, Hispanic 51%, White 92 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled 71%, Non-continuously Enrolled 81%, Economically Disadvantaged *%, and EL students to *%.</p>
<p>McDermott Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MCDERMOTT ES achieving Meets on 3rd grade STAAR Math will increase to 44% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 33%, Hispanic 42%, White 53 %, American Indian -%, Asian 88%, Pacific Islander *%, Two or More Races *%, Current Special Education 29%, Former Special Education *%, Continuously enrolled 54%, Non-continuously Enrolled 30%, Economically Disadvantaged 37%, and EL students to 48%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at MCDERMOTT ES achieving Meets on 3rd grade STAAR Reading will increase to 45% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 34%, Hispanic 43%, White 72 %, American Indian -%, Asian 79%, Pacific Islander *%, Two or More Races 5%, Current Special Education 18%, Former Special Education *%, Continuously enrolled 47%, Non-continuously Enrolled 42%, Economically Disadvantaged 41%, and EL students to 55%.</p>
	<p>Student attendance in Kinder and First grade will improve by 2% during the 2021-2022 school year.</p>

<p>Mead Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MEAD ES achieving Meets on 3rd grade STAAR Math will increase to 38% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 48%, Hispanic 37%, White 34 %, American Indian -%, Asian 40%, Pacific Islander -%, Two or More Races *%, Current Special Education 54%, Former Special Education *%, Continuously enrolled 42%, Non-continuously Enrolled 30%, Economically Disadvantaged 38%, and EL students to 41%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at MEAD ES achieving Meets on 3rd grade STAAR Reading will increase to 34% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 43%, Hispanic 31%, White 35 %, American Indian -%, Asian 41%, Pacific Islander -%, Two or More Races *%, Current Special Education 55%, Former Special Education *%, Continuously enrolled 32%, Non-continuously Enrolled 37%, Economically Disadvantaged 32%, and EL students to 31%.</p> <hr/> <p>Professional Staff will continue with student self confidence building, anti bullying awareness, post secondary awareness and readiness, healthy eating habits, physical activities and provide opportunities for parents and students to access strategies/resources to address attendance, academic, behavior and social-emotional needs.</p>
<p>Meadow Village Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MEADOW VILLAGE ES achieving Meets on 3rd grade STAAR Math will increase to 27% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 28%, White 31 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 23%, Former Special Education *%, Continuously enrolled 35%, Non-continuously Enrolled 13%, Economically Disadvantaged 20%, and EL students to -%.</p> <p>Sub Goal: By the end of SY 2021-22, the percentage of students in the Average or higher percentile will increase by 10% in each grade level as measured by MAP Growth: K - ?, 1st - 45% to 55%, 2nd - 22% to 32%, 3rd - 31% to 41%, 4th - 40% to 50%, 5th - 46% to 56% (6 kids in each grade level)</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at MEADOW VILLAGE ES achieving Meets on 3rd grade STAAR Reading will increase to 22% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 26%, White 5 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 16%, Former Special Education *%, Continuously enrolled 25%,</p>

	Non-continuously Enrolled 18%, Economically Disadvantaged 20%, and EL students to -%.
Michael Elementary	By the end of SY 2021-22, the percentage of the "All" students group at MICHAEL ES achieving Meets on 3rd grade STAAR Math will increase to 20% with the subsequent targets set for each of the following student groups:  African Americans 13%, Hispanic 19%, White 31 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 12%, Former Special Education *%, Continuously enrolled 21%, Non-continuously Enrolled 19%, Economically Disadvantaged 13%, and EL students to *%.
	By the end of SY 2021-22, the percentage of the "All" students group at MICHAEL ES achieving Meets on 3rd grade STAAR Reading will increase to 23% with the subsequent targets set for each of the following student groups:  African Americans 14%, Hispanic 22%, White 32 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 5%, Former Special Education *%, Continuously enrolled 24%, Non-continuously Enrolled 20%, Economically Disadvantaged 21%, and EL students to *%.
	All students will increase their reading level in each grade to K - 59% (same) 1st - 60% (1%) 2nd - 54% (5%) 3rd - 60% (3%) 4th - 72% (3%) 5th - 72% (3%)
	The all student population will increase on meeting approaches on Reading STAAR by 3rd - 5% (50%) 4th - 5% (50%) 5th - 11% (45%)
	The all student population will increase on meeting approaches on Math STAAR by 3rd - 9% (45%) 4th - 9% (45%) 5th - 7% (55%)

<p>Mireles Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MIRELES ES achieving Meets on 3rd grade STAAR Math will increase to 57% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 36%, Hispanic 47%, White 72 %, American Indian -%, Asian 69%, Pacific Islander -%, Two or More Races 58%, Current Special Education 48%, Former Special Education 65%, Continuously enrolled 55%, Non-continuously Enrolled 60%, Economically Disadvantaged 46%, and EL students to 41%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at MIRELES ES achieving Meets on 3rd grade STAAR Reading will increase to 51% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 37%, Hispanic 43%, White 67 %, American Indian -%, Asian 42%, Pacific Islander -%, Two or More Races 59%, Current Special Education 32%, Former Special Education 55%, Continuously enrolled 49%, Non-continuously Enrolled 56%, Economically Disadvantaged 38%, and EL students to 42%.</p> <hr/> <p>K - 5th will increase their EOY Demand writing score by (K - 2) 3% and (3-5) - 5% by the end of the 21-22 school year.</p>
<p>Mora Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MORA ES achieving Meets on 3rd grade STAAR Math will increase to 65% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 63%, White 78 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 15%, Former Special Education -%, Continuously enrolled 65%, Non-continuously Enrolled 65%, Economically Disadvantaged 54%, and EL students to 56%.</p> <hr/> <p>By the end of SY 2021-22, the percentage of the "All" students group at MORA ES achieving Meets on 3rd grade STAAR Reading will increase to 45% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 47%, White 19 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 5%, Former Special Education -%, Continuously enrolled 52%, Non-continuously Enrolled 16%, Economically Disadvantaged 40%, and EL students to 41%.</p>
<p>Murnin Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at MURNIN ES achieving Meets on 3rd grade STAAR Math will increase to 55% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 81%, Hispanic 48%, White 90 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 26%, Former Special Education 65%, Continuously enrolled 55%,</p>

	<p>Non-continuously Enrolled 53%, Economically Disadvantaged 46%, and EL students to 78%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at MURNIN ES achieving Meets on 3rd grade STAAR Reading will increase to 44% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 66%, Hispanic 41%, White 66 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 32%, Former Special Education 49%, Continuously enrolled 46%, Non-continuously Enrolled 37%, Economically Disadvantaged 33%, and EL students to 19%.</p>
Myers Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at MYERS ES achieving Meets on 3rd grade STAAR Math will increase to 44% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 73%, Hispanic 44%, White 11%, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 11%, Former Special Education 41%, Continuously enrolled 50%, Non-continuously Enrolled 36%, Economically Disadvantaged 39%, and EL students to 45%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at MYERS ES achieving Meets on 3rd grade STAAR Reading will increase to 36% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 49%, Hispanic 34%, White 24 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 12%, Former Special Education 12%, Continuously enrolled 39%, Non-continuously Enrolled 37%, Economically Disadvantaged 36%, and EL students to 49%.</p>
Nichols Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at NICHOLS ES achieving Meets on 3rd grade STAAR Math will increase to 56% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 52%, White 66 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 36%, Former Special Education *%, Continuously enrolled 61%, Non-continuously Enrolled 23%, Economically Disadvantaged 48%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at NICHOLS ES achieving Meets on 3rd grade STAAR Reading will increase to 52% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 53%, White 46 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 24%, Former Special Education *%, Continuously enrolled 53%, Non-continuously Enrolled 49%, Economically Disadvantaged 45%, and EL students to *%.</p>

	<p>By the end of the 21-22 school year, 75% of students K-5 will be reading on grade level using the new reading continuum (K--Level D, 1st--Level J, 2nd--M, 3rd--P, 4th--Level S, and 5th--Level V)</p>
	<p>By the end of the 21-22 school year, 70% of students K-5 will make growth on the MAP assessment: K-7%, 1st-6%, 2nd-5.5%, 3rd-5%, 4th-4.5%, 5th-5%</p>
<p>Northwest Crossing Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at NORTHWEST CROSSING ES achieving Meets on 3rd grade STAAR Math will increase to 47% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 42%, White 56 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 42%, Former Special Education *%, Continuously enrolled 45%, Non-continuously Enrolled 65%, Economically Disadvantaged 48%, and EL students to 61%.</p> <p>The percentage of students performing at the 40th percentile or above will increase from 57% to 62% by the end of the year.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at NORTHWEST CROSSING ES achieving Meets on 3rd grade STAAR Reading will increase to 50% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 43%, White 66 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 55%, Former Special Education *%, Continuously enrolled 49%, Non-continuously Enrolled 55%, Economically Disadvantaged 44%, and EL students to 49%.</p> <p>The percentage of students reading on grade level will increase from K: 70%, 1st: 66%, 2nd: 42%, 3rd: 48%, 4th: 49%, 5th: 70% to K: 71%, 1st: 67%, 2nd: 55%, 3rd:50%, 4th: 55%, 5th: 71% by the end of the 2021-2022 school year.</p> <p>The percentage of students writing proficiently will increase from K: 56.1%, 1st: 54.8%, 2nd: 59.4%, 3rd: 40%, 4th: 52.1%, 5th: 53.4% to K: 60%, 1st: 60%, 2nd: 60%, 3rd: 60%, 4th: 60%, 5th: 60% by the end of the 2021-2022 school year.</p>
<p>Oak Hills Terrace Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at OAK HILLS TERRACE ES achieving Meets on 3rd grade STAAR Math will increase to 30% with the subsequent targets set for each of the following student groups:</p>

	<p>African Americans 16%, Hispanic 29%, White 52 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 13%, Former Special Education *%, Continuously enrolled 36%, Non-continuously Enrolled 20%, Economically Disadvantaged 24%, and EL students to *%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at OAK HILLS TERRACE ES achieving Meets on 3rd grade STAAR Reading will increase to 19% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 8%, Hispanic 18%, White 37 %, American Indian *%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 9%, Former Special Education *%, Continuously enrolled 20%, Non-continuously Enrolled 19%, Economically Disadvantaged 14%, and EL students to *%.</p>
	<p>75% of all OHT students will demonstrate knowing, retaining, and understanding of grade level academic vocabulary based on campus created vocabulary assessment.</p>
	<p>Students reading on or above grade level will increase from 43% to 53% in the 2021-2022 school year.</p>
	<p>We will decrease the number of office referrals by 25% from the last regular school year (18-19) which was 256 referrals.</p>
<p>Ott Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at OTT ES achieving Meets on 3rd grade STAAR Math will increase to 41% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 9%, Hispanic 36%, White 58 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 23%, Former Special Education *%, Continuously enrolled 43%, Non-continuously Enrolled 36%, Economically Disadvantaged 27%, and EL students to *%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at OTT ES achieving Meets on 3rd grade STAAR Reading will increase to 32% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 10%, Hispanic 24%, White 50 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 24%, Former Special Education *%, Continuously enrolled 33%, Non-continuously Enrolled 30%, Economically Disadvantaged 19%, and EL students to *%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at OTT ES achieving Meets across all 3rd-5th STAAR tests will increase by 1%</p>

Passmore Elementary

By the end of SY 2021-22, the percentage of the "All" students group at PASSMORE ES achieving Meets on 3rd grade STAAR Math will increase to 23% with the subsequent targets set for each of the following student groups:

African Americans 15%, Hispanic 25%, White \* %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races \*%, Current Special Education \*%, Former Special Education \*%, Continuously enrolled 26%, Non-continuously Enrolled 13%, Economically Disadvantaged 20%, and EL students to 17%.

Sub Goal - In 2021-2022, increase the percentage of K-5 students on or above average (41st percentile or above) on End of Year MAP assessment by 29% (This will be completed once we get a baseline). MAP BOY 116/333 = 35% at 41% or higher. MAP goal for EOY 222/333 = 67%

K - 34% 9/28 - 9/29/21 (DR on 11/3) \*Goal: Growth to 41% Percentile or higher - 39/50 = 34% increase (17 additional students in the grade level) EOY = 39/50 = 78% (MAP BOY 22/50 = 44%)

1st - 28% 9/28 - 9/29/21 (DR on 11/3) \*Goal: Growth to 41% Percentile or higher - 47/62 = 28% increase (17 additional students in the grade level) = EOY 47/62 = 78% of grade level on 41%ile+ (MAP BOY 30/62 = 48%)

2nd - 27% 9/14 - 9/15/21 (DR on 10/27) \*Goal: 47/68 = 27% increase @ 41%ile + (18 additional students) = EOY 47/68 = 70% @ 41%ile + (MAP BOY 29/68 = 43%)

3rd - 35% 9/16 - 9/17/21 (DR on 10/27) \*Goal: Growth to 41% Percentile or higher - 23/45 = 35% increase (16 additional students in the grade level) = EOY 23/45 = 51% of grade level on 41%ile+ (MAP BOY 7/45 = 35%)

4th - 25% 9/8/21 (DR on 9/29) \*Goal:Growth to 41% Percentile or higher - 12/48 = 25% increase (12 additional students in the grade level) EOY 30/48 = 63% of grade level on 41%ile+ (MAP BOY 18/48 = 38%)

5th\_ - 27% 9/15/21 (DR on 10/13) \*Goal: Growth to 41% Percentile or higher - 36/60 = increase of 27% (additional 16 students in the grade level) MAP EOY 36/60 = 60% (MAP BOY 20/60 = 33%)

By the end of SY 2021-22, the percentage of the "All" students group at PASSMORE ES achieving Meets on 3rd grade STAAR Reading will increase to 22% with the subsequent targets set for each of the following student groups:

African Americans 32%, Hispanic 23%, White \* %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races \*%, Current Special Education 5%, Former Special Education \*%, Continuously enrolled 24%, Non-continuously Enrolled 14%, Economically Disadvantaged 19%, and EL students to 18%.

Sub goal: In 2021-2022, 70% of K-5 students will make one year's growth in reading levels by the end of the 2021-2022 SY.

Powell Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at POWELL ES achieving Meets on 3rd grade STAAR Math will increase to 48% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 48%, Hispanic 41%, White 78 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 23%, Former Special Education -%, Continuously enrolled 43%, Non-continuously Enrolled 53%, Economically Disadvantaged 44%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at POWELL ES achieving Meets on 3rd grade STAAR Reading will increase to 40% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 37%, Hispanic 34%, White 79 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 24%, Former Special Education -%, Continuously enrolled 35%, Non-continuously Enrolled 44%, Economically Disadvantaged 37%, and EL students to *%.</p> <p>By the end of SY 2021-22 , our at-risk population in Readiness will decrease by 2% from 67% to 65%.</p> <p>By the end of SY 2021-22, the number of family/community events will increase by 5 events.</p>
Raba Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at RABA ES achieving Meets on 3rd grade STAAR Math will increase to 54% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 78%, Hispanic 51%, White 44 %, American Indian -%, Asian 81%, Pacific Islander *%, Two or More Races -%, Current Special Education 15%, Former Special Education *%, Continuously enrolled 58%, Non-continuously Enrolled 36%, Economically Disadvantaged 47%, and EL students to 54%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at RABA ES achieving Meets on 3rd grade STAAR Reading will increase to 47% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 79%, Hispanic 46%, White 37 %, American Indian -%, Asian 66%, Pacific Islander *%, Two or More Races -%, Current Special Education 16%, Former Special Education *%, Continuously enrolled 51%, Non-continuously Enrolled 24%, Economically Disadvantaged 40%, and EL students to 43%.</p>
Rhodes Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at RHODES ES achieving Meets on 3rd grade STAAR Math will increase to 28% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 20%, Hispanic 20%, White 56 %, American Indian -%, Asian *%, Pacific Islander -%, Two or</p>

	<p>More Races *%, Current Special Education 23%, Former Special Education *%, Continuously enrolled 26%, Non-continuously Enrolled 31%, Economically Disadvantaged 21%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at RHODES ES achieving Meets on 3rd grade STAAR Reading will increase to 28% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 10%, Hispanic 15%, White 66 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 32%, Former Special Education *%, Continuously enrolled 29%, Non-continuously Enrolled 25%, Economically Disadvantaged 20%, and EL students to *%.</p> <p>Student attendance will increase from 94% to 96% for the 2021-2022 school year.</p>
<p>Scarborough Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at SCARBOROUGH ES achieving Meets on 3rd grade STAAR Math will increase to 56% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 71%, Hispanic 53%, White 56 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races 62%, Current Special Education 35%, Former Special Education *%, Continuously enrolled 55%, Non-continuously Enrolled 58%, Economically Disadvantaged 49%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at SCARBOROUGH ES achieving Meets on 3rd grade STAAR Reading will increase to 50% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 63%, Hispanic 42%, White 60 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races 63%, Current Special Education 36%, Former Special Education *%, Continuously enrolled 51%, Non-continuously Enrolled 48%, Economically Disadvantaged 33%, and EL students to *%.</p>
<p>Scobee Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at SCOBEE ES achieving Meets on 3rd grade STAAR Math will increase to 41% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 37%, White 66 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 19%, Former Special Education *%, Continuously enrolled 42%, Non-continuously Enrolled 39%, Economically Disadvantaged 31%, and EL students to 38%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at SCOBEE ES achieving Meets on 3rd grade STAAR Reading will increase to 40% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 34%, White 67 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 13%, Former Special Education *%, Continuously enrolled 43%, Non-continuously Enrolled 28%, Economically Disadvantaged 25%, and EL students to 19%.</p> <p>75% of Scobee students will be on or above reading level by the end of 2021-2022 school year.</p>
Steubing Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at STEUBING ES achieving Meets on 3rd grade STAAR Math will increase to 46% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 35%, White 60 %, American Indian -%, Asian 61%, Pacific Islander *%, Two or More Races *%, Current Special Education 15%, Former Special Education *%, Continuously enrolled 45%, Non-continuously Enrolled 48%, Economically Disadvantaged 22%, and EL students to 62%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at STEUBING ES achieving Meets on 3rd grade STAAR Reading will increase to 54% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 46%, White 65 %, American Indian -%, Asian 62%, Pacific Islander *%, Two or More Races *%, Current Special Education 32%, Former Special Education *%, Continuously enrolled 56%, Non-continuously Enrolled 42%, Economically Disadvantaged 23%, and EL students to 63%.</p>
Thornton Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at THORNTON ES achieving Meets on 3rd grade STAAR Math will increase to 34% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 12%, Hispanic 34%, White 37 %, American Indian -%, Asian 42%, Pacific Islander *%, Two or More Races *%, Current Special Education 16%, Former Special Education *%, Continuously enrolled 36%, Non-continuously Enrolled 30%, Economically Disadvantaged 15%, and EL students to 29%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at THORNTON ES achieving Meets on 3rd grade STAAR Reading will increase to 35% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 13%, Hispanic 37%, White 32 %, American Indian -%, Asian 43%, Pacific Islander *%, Two or</p>

	<p>More Races *%, Current Special Education 8%, Former Special Education *%, Continuously enrolled 37%, Non-continuously Enrolled 31%, Economically Disadvantaged 13%, and EL students to 37%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at THORNTON ES achieving Meets on 4th grade STAAR Math will increase to 30% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 38%, Hispanic 23%, White 39%, American Indian -%, Asian 31%, Pacific Islander *%, Two or More Races *%, Current Special Education 30%, Economically Disadvantaged 24%, and EL students to 25%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at THORNTON ES achieving Meets on 4th grade STAAR Reading will increase to 42% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 39%, Hispanic 33%, White 54%, American Indian -%, Asian 55%, Pacific Islander *%, Two or More Races 49%, Current Special Education 20%, Economically Disadvantaged 30%, and EL students to 27%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at THORNTON ES achieving Meets on 5th grade STAAR Math will increase to 61% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 55%, Hispanic 63%, White 57%, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 6%, Economically Disadvantaged 61%, and EL students to 36%.</p>
	<p>By the end of SY 2021-22, the percentage of the "All" students group at THORNTON ES achieving Meets on 5th grade STAAR Reading will increase to 50% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 13%, Hispanic 51%, White 65%, American Indian -%, Asian 32%, Pacific Islander *%, Two or More Races 99%, Current Special Education 12%, Economically Disadvantaged 52%, and EL students to 5%.</p>
<p>Timberwilde Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at TIMBERWILDE ES achieving Meets on 3rd grade STAAR Math will increase to 38% with the subsequent targets set for each of the following student groups:</p> <p>Hispanic 23%, White 65 %, Current Special Education 7%, Continuously enrolled 41%, Non-continuously Enrolled 8%, Economically Disadvantaged 32%,</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at TIMBERWILDE ES achieving Meets on 3rd grade STAAR Reading will increase to 31% with the subsequent targets set for each of the following student groups:</p> <p>African Americans -%, Hispanic 24%, White 45 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races *%, Current Special Education 26%, Former Special Education -%, Continuously enrolled 33%, Non-continuously Enrolled 19%, Economically Disadvantaged 29%, and EL students to *%.</p> <p>In the 2021-2022 school year, the number of students receiving an office referral will decrease by 2%</p> <p>By the end of the school year, all students will make at least 3 points of growth on their RIT score as determined by the MAP test through the use of targeted interventions and quality tier 1 instruction.</p>
Tomlinson Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at TOMLINSON ES achieving Meets on 3rd grade STAAR Math will increase to 52% with the subsequent targets set for each of the following student groups: African Americans 41%, Hispanic 50%, White 61 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races 24%, Current Special Education 61%, Former Special Education *%, Continuously enrolled 47%, Non-continuously Enrolled 61%, Economically Disadvantaged 52%, and EL students to 55%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at TOMLINSON ES achieving Meets on 3rd grade STAAR Reading will increase to 43% with the subsequent targets set for each of the following student groups:</p> <p>African Americans 19%, Hispanic 47%, White 43%, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races 25%, Current Special Education 54%, Former Special Education *%, Continuously enrolled 43%, Non-continuously Enrolled 41%, Economically Disadvantaged 24%, and EL students to 28%.</p> <p>The Economically Disadvantaged student attendance will increase from 94.2% in the 2019-2020 SY to 95% by the end of the 2021-2022 SY.</p>
Valley Hi Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at VALLEY HI ES achieving Meets on 3rd grade STAAR Math will increase to 46% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 52%, White 18 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 40%, Former Special Education *%, Continuously enrolled 47%, Non-continuously Enrolled 45%, Economically Disadvantaged 45%, and EL students to *%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at VALLEY HI ES achieving Meets on 3rd grade STAAR Reading will increase to 27% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 30%, White 19 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races *%, Current Special Education 24%, Former Special Education *%, Continuously enrolled 32%, Non-continuously Enrolled 12%, Economically Disadvantaged 27%, and EL students to *%.</p> <p>By the end of the SY 2021-22 Valley Hi's overall attendance for all students will increase to 94%.</p>
<p>Villarreal Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at VILLARREAL ES achieving Meets on 3rd grade STAAR Math will increase to 30% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 30%, White 48 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races -%, Current Special Education 5%, Former Special Education *%, Continuously enrolled 36%, Non-continuously Enrolled 18%, Economically Disadvantaged 28%, and EL students to 28%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at VILLARREAL ES achieving Meets on 3rd grade STAAR Reading will increase to 25% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 25%, White 32 %, American Indian -%, Asian *%, Pacific Islander -%, Two or More Races -%, Current Special Education 6%, Former Special Education *%, Continuously enrolled 32%, Non-continuously Enrolled 9%, Economically Disadvantaged 26%, and EL students to 24%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at VILLARREAL ES will increase daily attendance from 94% to 95%.</p>
<p>Wanke Elementary</p>	<p>By the end of SY 2021-22, the percentage of the "All" students group at WANKE ES achieving Meets on 3rd grade STAAR Math will increase to 36% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 27%, White 50 %, American Indian -%, Asian 61%, Pacific Islander *%, Two or More Races 48%, Current Special Education 15%, Former Special Education 9%, Continuously enrolled 41%, Non-continuously Enrolled 4%, Economically Disadvantaged 19%, and EL students to 31%.</p>

	<p>By the end of SY 2021-22, the percentage of the "All" students group at WANKE ES achieving Meets on 3rd grade STAAR Reading will increase to 41% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 38%, White 43 %, American Indian -%, Asian 49%, Pacific Islander *%, Two or More Races 49%, Current Special Education 16%, Former Special Education 21%, Continuously enrolled 43%, Non-continuously Enrolled 28%, Economically Disadvantaged 27%, and EL students to 32%.</p>
Ward Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at WARD ES achieving Meets on 3rd grade STAAR Math will increase to 57% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 57%, White 54 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races 78%, Current Special Education 41%, Former Special Education *%, Continuously enrolled 57%, Non-continuously Enrolled 57%, Economically Disadvantaged 49%, and EL students to 44%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at WARD ES achieving Meets on 3rd grade STAAR Reading will increase to 49% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 50%, White 47 %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races 79%, Current Special Education 35%, Former Special Education *%, Continuously enrolled 48%, Non-continuously Enrolled 58%, Economically Disadvantaged 40%, and EL students to 30%.</p> <p>Design, implement and monitor PLC process to include norms, planning and data analysis protocols.</p>
Wernli Elementary	<p>By the end of SY 2021-22, the percentage of the "All" students group at WERNLI ES achieving Meets on 3rd grade STAAR Math will increase to 49% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 41%, White 57%, American Indian -%, Asian -%, Pacific Islander *%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled *%, Non-continuously Enrolled *%, Economically Disadvantaged 13%, and EL students to *%.</p> <p>By the end of SY 2021-22, the percentage of the "All" students group at WERNLI ES achieving Meets on 3rd grade STAAR Reading will increase to 51% with the subsequent targets set for each of the following student groups:</p> <p>African Americans *%, Hispanic 55%, White 29%, American Indian -%, Asian -%, Pacific Islander *%, Two or More Races *%, Current Special Education *%, Former Special Education *%, Continuously enrolled *%, Non-continuously Enrolled *%, Economically Disadvantaged 5%, and EL students to *%.</p>

Westwood Terrace Elementary

By the end of SY 2021-22, the percentage of the "All" students group at WESTWOOD TERRACE ES achieving Meets on 3rd grade STAAR Math will increase to 46% with the subsequent targets set for each of the following student groups:

African Americans \*%, Hispanic 47%, White \* %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 23%, Former Special Education \*%, Continuously enrolled 46%, Non-continuously Enrolled 46%, Economically Disadvantaged 46%, and EL students to 46%.

By the end of SY 2021-22, the percentage of the "All" students group at WESTWOOD TERRACE ES achieving Meets on 3rd grade STAAR Reading will increase to 30% with the subsequent targets set for each of the following student groups:

African Americans \*%, Hispanic 28%, White \* %, American Indian -%, Asian -%, Pacific Islander -%, Two or More Races -%, Current Special Education 5%, Former Special Education \*%, Continuously enrolled 30%, Non-continuously Enrolled 29%, Economically Disadvantaged 30%, and EL students to 40%.

All WWT students will make at least one years progress according to the NISD Reading Continuum by the end of the 21/22 school year.

WWT students, Kinder through 5th, will make at least one years progress as indicated by MAP growth results by the end of the 21/22 school year.

All students will be proficient writers according to the NISD Writing Rubric (K-2) scoring a 2 and (3-5) scoring a 3.

All classrooms will incorporate a Restorative circle format (monthly) as they engage in class meetings and all students will have access to classroom Peace Corners with the purpose of developing relationships, building community, and responding to conflict appropriately during the 21/22 school year.

**2020-2021 Campus Improvement Plans  
Middle School Campus Performance Objectives**

<b>Campus</b>	<b>Campus Performance Objective</b>
Bernal Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Bernal MS will increase by 1% to 1002 with the subsequent targets set for each of the following student groups: African Americans 93, Hispanic 618, White 233, American Indian 1, Asian 4, Pacific Islander 5, Two or Mores Races 48, Current Special Education 73, Economically Disadvantaged 287, and EL students to 19.
	The achievement gap between SE populations and ALL student populations will decrease by 5% as measured by the 18-19 approaches level on the STAAR test (Reading 6 - 54%, Reading 7 - 57%, Reading 8 - 67%; Math 6 - 75%, Math 7 - 54%, Math 8 - 76%; Science - 61%; SS - 48%).
	The achievement gap between EL populations and the ALL student population will decrease by 5% as measured by the 20-21 approaches level on the STAAR test (Reading 6 - 47%, Reading 7 - 60%, Reading 8 - 63%; Math 6 - 87%, Math 7 - 75%, Math 8 - 71%; Science 50%; SS - 50%).
	Utilize tracking and implementation of intervention strategies with a focus on all struggling students, with fidelity, to increase from minimal usage to consistent usage during the 21-22 school year.
Briscoe Middle School	Student and staff attendance will increase by 2% in the 2021-2022 school year.
	100% of Math 6 Special Education Students will show progress through one or more of the following in 2021-2022: Made one year growth in Dreambox 2 question gain on STAAR (those that tested in 2021) STAAR Math 5 2021 TO STAAR Math 6 2022 3 question gain on STAAR (those that do not test in 2021) STAAR Math 3 2019 TO STAAR Math 6 2022
	The student passing rate will be 90% each nine weeks for the 21-22 school year.
	By the end of SY 2021-22, the number of high school credits earned across all student groups at Briscoe MS will increase by 1% to 960 with the subsequent targets set for each of the following student groups: African Americans 100, Hispanic 523, White 217, American Indian -, Asian 55, Pacific Islander -, Two or More Races 66, Current Special Education 55, Economically Disadvantaged 198, and EL students to 20
Connally Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Connally MS will increase by 1% to 673 with the subsequent targets set for each of the following student groups: African Americans 23, Hispanic 524, White 98, American Indian 2, Asian 4, Pacific Islander -, Two or Mores Races 22, Current Special Education 38, Economically Disadvantaged 302, and EL students to 26.

	Overall Math STAAR scores will increase be 3% and At-Risk and Special Education subpopulations will improve by 5%.
Folks Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Folks MS will increase by 1% to 1079 with the subsequent targets set for each of the following student groups: African Americans 99, Hispanic 617, White 241, American Indian 1, Asian 22, Pacific Islander 4, Two or Mores Races 41, Current Special Education 61, Economically Disadvantaged 267, and EL students to 28.
	Classroom instruction will incorporate activities to increase student engagement resulting in an increase of students earning >75% in all courses for 92% of the campus.
	Students will increase individually at least one overall score point on a standardized APES rubric each semester.
	All members of the Folks community will demonstrate the characteristics defined in the Folks RESPECT initiative and implement the social emotional learning core competencies in their roles and behaviors (self management, self-awareness, relationship skills, and responsible decision-making) recognized through Cards of Excellence and RESPECT awards.
Garcia Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Garcia MS will increase by 1% to 1426 with the subsequent targets set for each of the following student groups: African Americans 38, Hispanic 655, White 533, American Indian 1, Asian 140, Pacific Islander 4, Two or Mores Races 55, Current Special Education 71, Economically Disadvantaged 120, and EL students to 32.
	The percentage of LEP students scoring approaches or above on all STAAR tests will increase ten percentage points as measured by the STAAR test administered in the 2021-2022 school year.
	The percentage of SE students scoring approaches or above on all STAAR tests will increase ten percentage points as measured by the STAAR test administered in the 2021-2022 school year.
	The total number of tier three discipline infractions for all students will decrease by three percentage points for the 2021-2022 school year.
Hobby Middle School	By the 2022-2023 school year we will have a greater visibility within the community to increase and improve our campus profile.
	Deliver quality Tier 1 instruction and intervention based on standards data to all students.
	By the end of SY 2021-22, the number of high school credits earned across all student groups at Hobby MS will increase by 1% to 642 with the subsequent targets set for each of the following student groups: African Americans 37, Hispanic 431, White 122, American Indian -, Asian 31, Pacific Islander 2, Two or Mores Races 19, Current Special Education 49, Economically Disadvantaged 358, and EL students to 82.

Jefferson Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Jefferson MS will increase by 1% to 1188 with the subsequent targets set for each of the following student groups: African Americans 56, Hispanic 776, White 275, American Indian 3, Asian 22, Pacific Islander 3, Two or Mores Race 53, Current Special Education 110, Economically Disadvantaged 391, and EL students to 25.
	Jefferson MS will decrease our failure percent by 10% in Core Content classes and 5% in Elective courses in the 2021-2022 school year.
	Jefferson MS will support Social and Emotional Learning by increasing in class counseling interventions by 10% and conducting 1 community outreach and informational sessions per quarter in the 2021-2022 school year.
	Jefferson MS will improve our community involvement and perception by adding two additional community events and improving perceptive community feedback by 25% in the 2021-2022 school year.
Jones Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Jones MS will increase by 1% to 717 with the subsequent targets set for each of the following student groups: African Americans 18, Hispanic 676, White 17, American Indian -, Asian -, Pacific Islander -, Two or More Races 6, Current Special Education 67, Economically Disadvantaged 584, and EL students to 135.
	All teachers will provide quality Tier 1 instruction every day in every classroom.
	Parental involvement will increase by 30% in the 2021-2022 school year from last year.
	Due to the State of Disaster (COVID) of 2019-2020, AJMS will provide enrichment activities and SEL opportunities for teachers and students.
Jordan Middle School	Increase STAAR and EOC scores to have all data above the regression line.
	Decrease the number of Tier One referrals of our Eco Dis population by 4%.
	Create and build positive relationships with campus stakeholders and the cluster community.
	By the end of SY 2021-22, the number of HS credits earned across all student groups at Jordan MS will increase by 1% to 919 with the subsequent targets set for each of the following student groups: African Americans 48, Hispanic 721, White 86, American Indian 4, Asian 29, Pacific Islander 1, Two or More Races 30, Current Special Education 93, Economically Disadvantaged 438, and EL students to 50.
Luna Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Luna MS will increase by 1% to 1105 with the subsequent targets set for each of the following student groups: African Americans 106, Hispanic 693, White 239, American Indian 2, Asian 21, Pacific Islander -, Two or Mores Races 44, Current Special Education 92, Economically Disadvantaged 427, and EL students to 33.

	Eighty-five percent of Luna students will score 70% or better on assessments that include high priority standards, including CCAs, district benchmarks, interim assessments and state assessments for the 2021-2022 school year.
Neff Middle School	Based on the attendance average of 93.3% average attendance for the past 5 years, the campus student attendance will increase to 94.0% by the end of the 2021-2022 school year
	100% of teachers will use effective, high quality instructional strategies to impact student engagement.
	By the end of SY 2021-22, the number of HS credits earned across all student groups at Neff MS will increase by 1% to 703 with the subsequent targets set for each of the following student groups: African Americans 63, Hispanic 567, White 31, American Indian 1, Asian 22, Pacific Islander -, Two or More Races 19, Current Special Education 81, Economically Disadvantaged 499, and EL students to 78.
Pease Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Pease MS will increase by 1% to 824 with the subsequent targets set for each of the following student groups: African Americans 51, Hispanic 703, White 42, American Indian 4, Asian 9, Pacific Islander -, Two or Mores Races 15, Current Special Education 57, Economically Disadvantaged 572, and EL students to 59.
	By the end of the 21-22 SY, 100% of all content teachers will utilize with fidelity the PLC process of answering the four questions to improve Tier I instruction.
Rawlinson Middle School	Every Special Education and EL student will get at least two more questions correct on their 2022 Reading and Math state assessments
	By the end of the 2021-2022 school year, the percentage of students achieving "meets" on Math STAAR will increase to 95%.
	100% of Rawlinson teachers will deliver high quality, engaging, tier one instruction in the 2021-2022 school year.
	By the end of SY 2021-22, the number of high school credits earned across all student groups at Rawlinson MS will increase by 1% to 1125 with the subsequent targets set for each of the following student groups: African Americans 49, Hispanic 596, White 332, American Indian 2, Asian 96, Pacific Islander -, Two or More Races 50, Current Special Education 67, Economically Disadvantaged 290, and EL students to 73.
Rayburn Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Rayburn MS will increase by 1% to 550 with the subsequent targets set for each of the following student groups: African Americans 24, Hispanic 491, White 28, American Indian 3, Asian -, Pacific Islander 1, Two or Mores Races 3, Current Special Education 56, Economically Disadvantaged 424, and EL students to 65.
	Rayburn student attendance will increase from 94% to 95% (9 students based on 900 student population) for the 2021-2022 school year.

	We will improve academic performance and close the gaps for all pops by 3-5 %.
	In the 2021-2022 school year the staff will address the needs of students to increase their learning time.
	We will decrease the amount of teacher referrals and time out of class by 10% at the end of first semester.
	We will provide opportunities for all students to learn about the correlation between nutrition, exercise, and their health.
Ross Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Ross MS will increase by 1% to 768 with the subsequent targets set for each of the following student groups: African Americans 22, Hispanic 690, White 36, American Indian -, Asian 14, Pacific Islander -, Two or Mores Races 6, Current Special Education 58, Economically Disadvantaged 590, and EL students to 118.
	Improve academic growth by 5% on each grade level test
	Build relationships between teacher, family, community, and business partners for the purpose of educating our Sul Ross students.
Rudder Middle School	All students will receive high, quality Tier I instruction in all core classes: reading, math, science and social studies.
	Support the return of all in person students to the campus with equity-focused SEL strategies centered on relationships and built on the existing strengths of a school community. We will use the four SEL Critical Practices to foster the competencies and learning environments that students and adults need to reunite, renew, and thrive.
	By the end of SY 2021-22, the number of high school credits earned across all student groups at Rudder MS will increase by 1% to 672 with the subsequent targets set for each of the following student groups: African Americans 57, Hispanic 462, White 103, American Indian -, Asian 42, Pacific Islander 2, Two or More Races 6, Current Special Education 54, Economically Disadvantaged 465, and EL students to 113.
Stevenson Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Stevenson MS will increase by 1% to 838 with the subsequent targets set for each of the following student groups: African Americans 22, Hispanic 603, White 168, American Indian -, Asian 10, Pacific Islander -, Two or Mores Races 35, Current Special Education 63, Economically Disadvantaged 277, and EL students to 17.
	Student referrals will decrease from approximately 2700 in the 19-20 school year to fewer than 2200 in the 21-22 school year, with less than 30% of referrals addressing classroom disruptions (a 5% decrease from the 20-21 school year).
	The percentage of students who fail one or more classes during the school year will decrease from a 3-year average of 26.5% to less than 20% for the 21-22 school year.

	The students who identify with a trusted staff member will increase from 59.8% to 70% in the 2021 - 2022 school year.
Stinson Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Stinson MS will increase by 1% to 956 with the subsequent targets set for each of the following student groups: African Americans 30, Hispanic 635, White 184, American Indian -, Asian 75, Pacific Islander 1, Two or Mores Races 31, Current Special Education 57, Economically Disadvantaged 322, and EL students to 74.
	All students will receive high quality Tier I instruction in order to increase STAAR Domains 2 & 3 to 80% by the end of the 2021 - 2022 school year.
	We will develop and share multiple ways for counselors and teachers to connect and support students' academic, social, and emotional learning and increase the percentage of students accessing SEL support.
Straus Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at STRAUS MS will increase by 1% to 544 with the subsequent targets set for each of the following student groups: African Americans 52, Hispanic 326, White 121, American Indian -, Asian 17, Pacific Islander 1, Two or Mores Races 26, Current Special Education 31, Economically Disadvantaged 128, and EL students to 14.
	As a new campus, STRAUS will establish and implement campus-wide protocols and support systems to ensure high quality Tier 1 instruction, student engagement and academic achievement resulting in students earning >70% in all courses for 95% of the campus.
	As a new campus, STRAUS will establish and implement campus-wide protocols and support systems to ensure the social-emotional health & well-being of students and to address individual, class and/or campus needs.
Vale Middle School	By the end of SY 2021-22, the number of high school credits earned across all student groups at Vale MS will increase by 1% to 1022 with the subsequent targets set for each of the following student groups: African Americans 50, Hispanic 819, White 99, American Indian -, Asian 13, Pacific Islander 2, Two or Mores Races 39, Current Special Education 80, Economically Disadvantaged 473, and EL students to 56.
	During the 2021-2022 school year, grade levels will show an increase throughout the year in the number of students who pass common assessments on the first attempt.
	During the 2021-2022 school year, Special Education students will close the passing rate gap from 34% to 25% on STAAR as compared to the entire grade level passing rate.
Zachry Middle School	All State Campus Performance Assessment scores will increase passing percentage by 5 in 2021-2022 school year.
	Increase student enrollment by 10% by the end of the 21-22 school year.

	<p>By the end of SY 2021-22, the number of high school credits earned across all student groups at Zachry MS will increase by 1% to 809 with the subsequent targets set for each of the following student groups: African Americans 33, Hispanic 639, White 90, American Indian -, Asian 20, Pacific Islander 6, Two or Mores Races 21, Current Special Education 66, Economically Disadvantaged 521, and EL students to 53.</p>
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**2020-2021 Campus Improvement Plans  
High School Campus Performance Objectives**

<b>Campus</b>	<b>Campus Performance Objective</b>
Agriculture Academy	<p>By the end of SY 2021-22, the percentage of annual graduates at O'CONNOR/AGRICULTURE ACADEMY HS in the All Students group meeting College, Career, and Military Ready will increase to 61.9% with the subsequent targets set for each of the following student groups: African Americans 54.5%, Hispanic 58%, White 69.1 %, American Indian *%, Asian 76.6%, Pacific Islander *%, Two or Mores Races 56.6%, Current Special Education 46.9%, Economically Disadvantaged 46.1%, and EL students to 26.2%.</p>
	<p>The number of At-Risk students receiving all of their credits will increase from 61% to 70% in the 2021-2022 School Year.</p>
	<p>Increase the skills necessary to transition to high school and from one grade level to the next and to develop grit, resiliency and academic perseverance.</p>
Brandeis High School	<p>By the end of SY 2021-22, the percentage of annual graduates at BRANDEIS HS in the All Students group meeting College, Career, and Military Ready will increase to 67.4% with the subsequent targets set for each of the following student groups: African Americans 51.4%, Hispanic 64.6%, White 71.8 %, American Indian *%, Asian 74.2%, Pacific Islander *%, Two or Mores Races 86.4%, Current Special Education 65.9%, Economically Disadvantaged 55.3%, and EL students to 20.3%.</p>
	<p>The performance of Special Education students will increase by 10% on the English I (51%) and English II (59%) STAAR exams during the 21-22 SY.</p>
	<p>The number of At-Risk students receiving all of their credits will increase from 61% to 70% during the 2021-22 SY.</p>
Brennan High School	<p>By the end of SY 2021-22, the percentage of annual graduates at BRENNAN HS in the All Students group meeting College, Career, and Military Ready will increase to 59.8% with the subsequent targets set for each of the following student groups: African Americans 58.7%, Hispanic 59%, White 63.7 %, American Indian -%, Asian 80.5%, Pacific Islander 52%, Two or Mores Races 44.6%, Current Special Education 83.8%, Economically Disadvantaged 53.1%, and EL students to 37.5%.</p>
	<p>All first-time EOC test-takers in the five tested subjects will increase student performance by 3% in the 2021-2022 school year for our Special Education and EL population</p>
	<p>The percentage of AP tests in which students score 3 or higher will increase from 35% to 40% in the 2021-2022 school year.</p>

Business Careers (NSITE)	<p>By the end of SY 2021-22, the percentage of annual graduates at HOLMES/NSITE HS in the All Students group meeting College, Career, and Military Ready will increase to 52.5% with the subsequent targets set for each of the following student groups:  African Americans 44.2%, Hispanic 50.6%, White 77.9 %, American Indian *%, Asian 58.7%, Pacific Islander -%, Two or Mores Races 56.3%, Current Special Education 83.1%, Economically Disadvantaged 49.6%, and EL students to 50.8%.</p>
	<p>Increase the 2021-2022 incoming 9th grade class from 123 to 180 (maximum capacity).</p>
Clark High School	<p>By the end of SY 2021-22, the percentage of annual graduates at CLARK HS in the All Students group meeting College, Career, and Military Ready will increase to 65.5% with the subsequent targets set for each of the following student groups:  African Americans 39.7%, Hispanic 61.7%, White 79.6 %, American Indian -%, Asian 67.6%, Pacific Islander -%, Two or Mores Races 63.4%, Current Special Education 54.9%, Economically Disadvantaged 49.8%, and EL students to 26.1%.</p>
	<p>The average SAT scores for Clark High School will increase from 1057 to 1070 for the 2021-2022 school year.</p>
	<p>Clark High School will intentionally provide students with the resources needed to address their social and emotional needs.</p>
Communication Arts High School	<p>By the end of SY 2021-22, the percentage of annual graduates at TAFT/COMMUNICATION ARTS HS in the All Students group meeting College, Career, and Military Ready will increase to 58% with the subsequent targets set for each of the following student groups:  African Americans 46.1%, Hispanic 56%, White 68.3 %, American Indian *%, Asian 81.5%, Pacific Islander *%, Two or Mores Races 49.9%, Current Special Education 70.4%, Economically Disadvantaged 48.9%, and EL students to 50.8%.</p>
	<p>Increase use of differentiated instructional practices with a focus on student choice and the gradual introduction of Project Based Learning to address needs of diverse academic, socio-economic and student interest populations.</p>
	<p>Faculty will decrease response time in regards to the identification and the implementation of interventions for students in academic need.</p>
Construction Careers Academy	<p>By the end of SY 2021-22, the percentage of annual graduates at WARREN/CONSTRUCTION CAREERS HS in the All Students group meeting College, Career, and Military Ready will increase to 58.9% with the subsequent targets set for each of the following student groups:  African Americans 62.2%, Hispanic 57.9%, White 62.9 %, American Indian -%, Asian 81.3%, Pacific Islander *%, Two or Mores Races 47.8%, Current Special Education 52%, Economically Disadvantaged 54.1%, and EL students to 46.2%.</p>

	Over the next 3 years, improve the culture on the CCA campus to help all our students identify themselves as CCA students and CCA graduates.
Harlan High School	By the end of SY 2021-22, the percentage of annual graduates at HARLAN HS in the All Students group meeting College, Career, and Military Ready will increase to 53.9% with the subsequent targets set for each of the following student groups: African Americans 54.7%, Hispanic 50.4%, White 59.6 %, American Indian -%, Asian 72%, Pacific Islander *%, Two or Mores Races 59.6%, Current Special Education 40.6%, Economically Disadvantaged 38.5%, and EL students to 23.3%.
	The Special Ed and LEP achievement gap on EOC exams will decrease by 5% in English 1 and English 2 and will decrease by 3% in Algebra 1, Biology , and US History .
	The Algebra 1 EOC scores will increase from 57% to 75% at approaches level by May 2022.
Health Careers High School	By the end of SY 2021-22, the percentage of annual graduates at HEALTH CAREERS HS in the All Students group meeting College, Career, and Military Ready will increase to 91.7% with the subsequent targets set for each of the following student groups: African Americans 92%, Hispanic 91.5%, White 92 %, American Indian *%, Asian 92%, Pacific Islander *%, Two or Mores Races 92%, Current Special Education -%, Economically Disadvantaged 90.9%, and EL students to -%.
	HCHS will intentionally provide all students with the resources needed to address their social and emotional needs during the first month of school and on a continuous basis throughout the school year.
	Increase the percentage of African Americans, At Risk, Economically Disadvantaged, and Hispanic students scoring mastery on EOC English I, English II and Biology by 10 percentage points and increased scores of 3+ on AP Exams at 63% and scores of 4+ at 40% on AP Exams of total tests taken by the end of the school year.
Holmes High School	By the end of SY 2021-22, the campus percentage at HOLMES HS in the All Students subject group category will meet the attendance requirement by 95% or higher.
	By the end of SY 2021-22, the campus percentage at HOLMES HS will increase the English I, English II, Biology I, and US History in the STAAR EOC tested areas by 3%. Algebra I will increase their STAAR EOC score by 5%.
	By the end of SY 2021-22, the percentage of annual graduates at HOLMES HS in the All Students group meeting College, Career, and Military Ready will increase to 52.5% with the subsequent targets set for each of the following student groups: African Americans 44.2%, Hispanic 50.6%, White 77.9 %, American Indian *%, Asian 58.7%, Pacific Islander -%, Two or Mores Races 56.3%, Current Special Education 83.1%, Economically Disadvantaged 49.6%, and EL students to 50.8%.

	HOLMES HS will engage in more student, parent and family collaboration to support community building, enrichment and involvement
Jay High School	By the end of SY 2021-22, the percentage of annual graduates at JAY HS in the All Students group meeting College, Career, and Military Ready will increase to 52.6% with the subsequent targets set for each of the following student groups: African Americans 45.2%, Hispanic 50.3%, White 72.6 %, American Indian *%, Asian 72%, Pacific Islander *%, Two or Mores Races 73.8%, Current Special Education 45.1%, Economically Disadvantaged 44%, and EL students to 38.7%.
	The 4-year graduation rate for Jay High School will increase from 84.4% to 90% for all students by the end of SY 22-23.
	By the end of SY 22-23, the average SAT scores for Jay High School will increase from 929 to 1000 for all students.
Jay Science And Engineering Academy	By the end of SY 2021-22, the percentage of annual graduates at JAY HS in the All Students group meeting College, Career, and Military Ready will increase to 52.6% with the subsequent targets set for each of the following student groups: African Americans 45.2%, Hispanic 50.3%, White 72.6 %, American Indian *%, Asian 72%, Pacific Islander *%, Two or Mores Races 73.8%, Current Special Education 45.1%, Economically Disadvantaged 44%, and EL students to 38.7%.
	The % of students who have taken AP exams will increase from 30.4 to 40% for all students.
	The average SAT scores for Jay High School will increase from 929 to 1000 for all students.
Marshall High School	By the end of SY 2021-22, the percentage of annual graduates at MARSHALL HS in the All Students group meeting College, Career, and Military Ready will increase to 54.6% with the subsequent targets set for each of the following student groups: African Americans 45.1%, Hispanic 55%, White 56.2 %, American Indian -%, Asian 52.9%, Pacific Islander -%, Two or Mores Races 85.8%, Current Special Education 50.5%, Economically Disadvantaged 49%, and EL students to 31.1%.
	We will increase participation in Advanced Academic courses. Using English as a baseline, we will increase participation in English 3 AP from 29.5% to 32% (17 students).
	We will improve student's abilities to exhibit social skills necessary to be academically successful by improving our attendance rate by 3%, to 95.7% from our 2019 attendance rate (92.7%) and decreasing our percentage of students referred to the office for disruptive behavior (Truancy, unauthorized location, extreme insubordination) by 3% (from 300 incidents to 210 incidents)

	We will use Fundamental 5 instructional practices to fill the achievement gap through intentional skill development using the Marshall Skills Rubric. Students will be given a skills-based assessment for each core class to establish a baseline with a goal of moving up a level (rubric) by the end of the school year.
Marshall Law And Medical Services	By the end of SY 2021-22, the percentage of annual graduates at MARSHALL HS in the All Students group meeting College, Career, and Military Ready will increase to 54.6% with the subsequent targets set for each of the following student groups: African Americans 45.1%, Hispanic 55%, White 56.2 %, American Indian -%, Asian 52.9%, Pacific Islander -%, Two or Mores Races 85.8%, Current Special Education 50.5%, Economically Disadvantaged 49%, and EL students to 31.1%.
	Marshall LMS student registration in advanced academic courses will increase by 75% for all current and incoming students.
	Marshall LMS students will participate in social emotional learning that will lead to a 25% increase in experiential learning opportunities and a 5% decrease in egregious disciplinary infractions.
	Students will be provided targeted opportunities to build their identity as Marshall Law and Medical Services Magnet School students.
O'Connor High School	By the end of SY 2021-22, the percentage of annual graduates at O'CONNOR HS in the All Students group meeting College, Career, and Military Ready will increase to 71.9% with the subsequent targets set for each of the following student groups: African Americans 54.5%, Hispanic 58%, White 69.1 %, American Indian *%, Asian 76.6%, Pacific Islander *%, Two or Mores Races 56.6%, Current Special Education 46.9%, Economically Disadvantaged 46.1%, and EL students to 26.2%.
	The number of At-Risk students receiving all of their credits will increase from 61% to 70% in the 2021-2022 School Year.
	Increase the skills necessary to transition to high school and from one grade level to the next and to develop grit, resilience and academic perseverance.
Stevens High School	By the end of SY 2021-22, the percentage of annual graduates at STEVENS HS in the All Students group meeting College, Career, and Military Ready will increase to 49% with the subsequent targets set for each of the following student groups: African Americans 44.6%, Hispanic 49.5%, White 50.2 %, American Indian -%, Asian 42%, Pacific Islander -%, Two or Mores Races 54.5%, Current Special Education 58.7%, Economically Disadvantaged 44.6%, and EL students to 50.3%.
	Academically, we will confer a minimum of 92% of credits for courses by the end of the 21-22 school year.

	Student attendance will be at or above 92% for the 21-22 School Year.
Taft High School	By the end of SY 2021-22, the percentage of annual graduates at TAFT HS in the All Students group meeting College, Career, and Military Ready will increase to 58% with the subsequent targets set for each of the following student groups: African Americans 46.1%, Hispanic 56%, White 68.3 %, American Indian *%, Asian 81.5%, Pacific Islander *%, Two or Mores Races 49.9%, Current Special Education 70.4%, Economically Disadvantaged 48.9%, and EL students to 50.8%.
	Increase LEP and SE first time tester performance by 10% on Spring 2022 EOC exams
	Increase the combined number of 3, 4, and 5 earned to meet or exceed the combined number of 1s and 2s earned on the 2022 AP exams.
Warren High School	By the end of SY 2021-22, the percentage of annual graduates at WARREN HS in the All Students group meeting College, Career, and Military Ready will increase to 58.9% with the subsequent targets set for each of the following student groups: African Americans 62.2%, Hispanic 57.9%, White 62.9 %, American Indian -%, Asian 81.3%, Pacific Islander *%, Two or Mores Races 47.8%, Current Special Education 52%, Economically Disadvantaged 54.1%, and EL students to 46.2%.
	By the end of SY 2021-2022, the At-Risk student performance will increase by 2% across all EOC exams from the 2021 EOC scores.
	In the 2021-2022 school year, Warren High School's 2022 AP scores will meet or exceed the Texas Mean score for 2022 AP scores

2020-2021 Campus Improvement Plans  
Special Campus Performance Objectives

Campus	Campus Performance Objective
Alternative Middle School	In consultation with the Office of Student Advocacy and School Choice and NISD comprehensive Middle Schools, decrease discretionary DAEP placements to 40% or less.
	Decrease the number of students starting the school year at DAEP.
	Implement multiple measures to encourage student engagement and attendance, resulting in 80% attendance and 90% of students completing their DAEP placement within the same number of calendar days as their assigned days.
Excel Academy	ICEA will increase enrollment by 20 students to reach a total enrollment of 300 students.
	ICEA will promote a safe environment that is conducive to learning by increasing attendance to 75%.
Holmgreen Center	Based on 20-21 baseline of each student, reading levels will increase at least one level by the end of the 21-22 school year.
	Based on 21-22 Holmgreen matrix, every student will have a transitional conference completed during the first grading cycle and the last grading cycle to create and track CCMR, ADL or other transitional goals. College, Career and Military Readiness. (CCMR) Activities and Daily Living (ADL)
	Based on the 21-22 CTE certification eligible students, 50% of the students will earn a certification (a 7% increase from 20-21 goal).
Northside Alternative High School	We have formed various teacher design teams to support teachers and students. Our most current design team is helping our campus navigate the current situation of students' loss of learning.
	All NAHS teachers will incorporate Fundamental 5 strategies into their daily teaching and learning.
	During each marking period, all NAHS students, enrolled at the given time, will receive post-secondary (college, career, and military) information to improve college, career, and military readiness.
Reddix Center	By June 2022, in order to increase students' abilities to establish and maintain healthy peer relationships, 75% of Reddix students will have at least one healthy peer relationship.
	By June 2022, Reddix students will increase overall self determination skills by 50% from baseline data taken during the beginning of the year survey, in order to empower them to make decisions in order to have control over their lives to find their purpose, passion and place in the community.

