Plano Independent School District

Haun Elementary

2019-2020

Accountability Rating: A

Board Approval Date: October 1, 2019

Mission Statement

Established in 1997 and named for Bettye Haun, our mission is to provide a nurturing, safe community in which children experience the challenge and joy of learning and the sense of belonging as they prepare for the opportunities of tomorrow.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

*Haun Elementary is an extremely diverse campus, with a wide array languages spoken.

*Parents, community, and teachers are highly collaborative and engaged with one another.

*PTA and the campus closely collaborate, hosting a variety of inclusive events.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At the campus level, there is a need for additional training related to the needs of the low socio-economic population. **Root Cause**: There is a need for additional instructional practices in order to meet the needs of all learners, particularly as Haun's demographics continue to change.

Student Academic Achievement

Student Academic Achievement Strengths

*All grade levels performed above the district percentage in each area assessed.

*Fourth grade saw a 5% improvement on STAAR Writing

*Intervention strategies are proving successful, as there is academicgrowth across the campus.

*Teachers use a variety of differentiation strategies to meet the needs of all learners.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need for stronger, more consistent school wide instructional practices **Root Cause**: Lack of vertical knowledge related to all content area TEKS, a need for deeper understanding of local/state assessment, and support needed for implementation of formative assessment and differentiation including but not limited to our economically disadvantaged students, SPED and those served by ESL.

School Processes & Programs

School Processes & Programs Strengths

*Extended Planning Time for classroom teachers

*Special Education, Dyslexia, ELL, and G/T support programs

*Staff surveys are an effective means of gauging climate, professional development needs, etc.

*National PTA School of Excellence

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams That Transform PLC processes, as well as Level 1 and 2 of High Reliability Schools. **Root Cause**: There is a need for deeper understanding of the PLC process, planning protocols, and level 1 and 2 of High Reliability Schools

Perceptions

Perceptions Strengths

*Haun Elementary has an inclusive, highly supportive community/culture that cares for all students and families. A variety of events bring staff and families together, creating a strong home-school relationship.

*Across the campus, there is a strong emphasis placed on the social and emotional well being of the students. Each day, classroom teachers lead students in community ciricles, with a focus on relationship building. Every classroom offers 'calm down' procedures, and zones of regulation are practiced throughout the building.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On the campus level, there is a need for more resources for parent education for all demographics **Root Cause**: A lack of parent education and inclusion of certain demographics including, but not limited to, the ELL population.

Priority Problem Statements

Problem Statement 1: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams That Transform PLC processes, as well as Level 1 and 2 of High Reliability Schools.

Root Cause 1: There is a need for deeper understanding of the PLC process, planning protocols, and level 1 and 2 of High Reliability Schools

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is a need for stronger, more consistent school wide instructional practices

Root Cause 2: Lack of vertical knowledge related to all content area TEKS, a need for deeper understanding of local/state assessment, and support needed for implementation of formative assessment and differentiation including but not limited to our economically disadvantaged students, SPED and those served by ESL.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
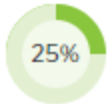
Goals

Revised/Approved: September 03, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: The campus will increase student learning in all content areas as evidenced by an increase in achievement on the 2020 STAAR assessment for all students at the Masters Performance Level by 2%, and at the Meets Performance Level by 3%.

Evaluation Data Source(s) 1: STAAR Scores for all content areas in grades 3-5
Student Growth Reports - STAAR/Edugence

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Increased participation by administration in the planning process, with an emphasis placed on the four questions that drive collaborative teams.	Administration	With an increased emphasis placed on the 'four key PLC questions' teachers will better plan meaningful instruction for students. As Administration has staff focus on 'what we do when students do/don't understand', highly effective differentiation practices will be put into effect, resulting in increased student achievement.	25%	50%	60%
Problem Statements: Student Academic Achievement 1					
2) Establish a peer observation system where teachers both observe, and are observed, in order to learn from each other. The focus of the observations will be on specific strategies that result in high levels of student achievement. (ex. writing instruction, resulting in improved student performance in this area).		Increased teacher efficacy and more effective collaboration amongst all staff. As a result of more intentional collaboration, classroom teachers will develop and implement more effective instructional practices. Peer observation forms will be used to track effective instructional practices.	0%	35%	35%
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
3) Use student assessment data, work samples, and teacher input to better understand every student's area of growth, and which areas may require additional instructional support.	Administration Team Leaders Classroom Teachers	More informed instructional decisions, resulting in increased student achievement in all content areas. Student work samples, formative assessment examples, and student data will be utilized to monitor progress.	25%	60%	75%
Problem Statements: Student Academic Achievement 1					
4) Collaborate with district personnel on effective assessment strategies. Five sessions with Assessment, Research, and Program Evaluation have been scheduled to provide support to classroom teachers.	Administration	By developing a better understanding of state and local assessments, teachers will be better able to provide intervention/enrichment to students demonstrating a need in either of these areas. Teacher feedback will be collected upon the conclusion of each meeting, including action plan for class implementation.	25%	60%	60%
Problem Statements: Student Academic Achievement 1					
5) Develop deeper understanding of the vertical alignment of TEKS in all content areas. Teams will collaborate with one another throughout the year in order to better understand student expectations at grade levels above and below.	Administration	As classroom teachers begin to better understand the vertical alignment of TEKS, students will receive more impactful instruction of grade level content. Agendas will be provided and notes taken from each vertical team meeting will be collected	25%	50%	50%
Problem Statements: Student Academic Achievement 1					
6) Maximize student learning through the intentional implementation of weekly Intervention/Enrichment time on the master schedule.	Administration	By incorporating a school-wide expectation of differentiated instruction, students at each grade level should be better prepared to perform at the meets or exceeds level on STAAR. Student growth reports will show the effectiveness of interventions/enrichment.	0%	70%	85%
Problem Statements: Student Academic Achievement 1					
7) Establish and monitor campus expectations to develop and utilize common formative assessments in order to analyze student needs.	Team Leaders Administration	Increased academic achievement for all students as a result of differentiated instruction, specifically for those in need of intervention/enrichment.	0%	50%	75%
Problem Statements: Student Academic Achievement 1					
8) Establish and monitor campus expectations for collaborative teams to analyze and evaluate grade level student work in order to accelerate/advance academics to meet student needs.	Administration Team Leaders	Increased academic achievement for all students as a result of teacher reflection of student work. Teachers will develop appropriate instructional strategies as a result of this. These instructional strategies will be documented in collaborative team meeting notes.	0%	50%	75%

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: There is a need for stronger, more consistent school wide instructional practices **Root Cause 1**: Lack of vertical knowledge related to all content area TEKS, a need for deeper understanding of local/state assessment, and support needed for implementation of formative assessment and differentiation including but not limited to our economically disadvantaged students, SPED and those served by ESL.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: The campus will increase the capacity of its teachers through the collaborative team process, therefore, increasing our student's academic performances.

Evaluation Data Source(s) 2: Formative/Summative Assessment Results
Student Growth Reports - STAAR/Edugence
Extended Planning 'Exit Ticket'
Classroom Teacher Lesson Plans
Principal Walkthrough Data Forms

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Due to the COVID19 school closure and remote learning implementation beginning in March, we will reevaluate the appropriateness of this Performance Objective after reviewing all applicable data during our CNA process using BOY and MOY data in 2020-21 school year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increased participation by administration in the planning process, with an emphasis placed on Plano ISD's Instructional Framework, particularly the four questions that drive collaborative teams.	Administration	As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions.	25%	50%	75%
Problem Statements: School Processes & Programs 2					
2) Collaborate with district personnel on effective assessment strategies. Five sessions with Assessment, Research, and Program Evaluation have been scheduled to provide support to classroom teachers. These sessions will focus on MAP and STAAR growth reports, TELPAS, and other critical data sources that arise throughout the year.		As classroom teachers develop a better understanding of state and local assessments, they will be better able to provide intervention/enrichment to students demonstrating a need in either of these areas. Growth reports will show effectiveness of instructional practices.	30%	60%	75%
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2					
3) Team Leaders will deepen their understanding of the PLC process by studying 'Learning by Doing: A Handbook for Professional Learning Communities at Work'.	Administration Team Leaders	The leadership team will transfer their knowledge of the PLC process to their teams, resulting in more impactful planning practices. Team leaders will implement strategies, with evidence seen in lesson plans, meeting agendas, etc.	25%	50%	60%
Problem Statements: School Processes & Programs 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
4) Monthly extended planning opportunities will be planned for each grade level team. This will allow teams to implement planning protocols, with agendas, with time included for TEKS analysis and reflection upon student work.	Administration Grade Level Teachers	Teams will be expected to analyze district/state content and standards, as well as student work samples. The impact of this will be seen in the classroom, as teachers will be better able to meet the individual needs of all students.	20%	60%	85%
Problem Statements: Student Academic Achievement 1					
5) Develop deeper understanding of the vertical alignment of TEKS in all content areas. Teams will collaborate with one another throughout the year in order to better understand student expectations at grade levels above and below.	Administration Grade Level Teachers	As classroom teachers begin to better understand the vertical alignment of TEKS, students will receive more impactful instruction of grade level content. Documentation through collaborative vertical team meetings will be kept.	20%	50%	50%
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2					
6) Utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine interventions for students.	Administration Team Leaders	Increased student achievement as a result of implementation of research based instructional strategies.	20%	60%	75%
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2					

100%		0%		✗	
	= Accomplished		= No Progress		= Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: There is a need for stronger, more consistent school wide instructional practices **Root Cause 1**: Lack of vertical knowledge related to all content area TEKS, a need for deeper understanding of local/state assessment, and support needed for implementation of formative assessment and differentiation including but not limited to our economically disadvantaged students, SPED and those served by ESL.

School Processes & Programs
Problem Statement 2: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams That Transform PLC processes, as well as Level 1 and 2 of High Reliability Schools. **Root Cause 2**: There is a need for deeper understanding of the PLC process, planning protocols, and level 1 and 2 of High Reliability Schools

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

SBIC 2019-2020

Committee Role	Name	Position
Administrator	Jayne Smith	Principal
Administrator	Tyronne Karl	Assistant Principal
Classroom Teacher	Tara Kneafsey	Teacher
Classroom Teacher	Kathy Podnieks	Teacher
Classroom Teacher	Rachael Taylor	Teacher
Classroom Teacher	Michael Talamantez	Teacher
Non-classroom Professional	Rachael Maddin	Special Education Teacher
Classroom Teacher	Sydney Stevens	Teacher
Non-classroom Professional	Julie Yang	SLP
Non-classroom Professional	Candi Rains	Instructional Specialist
District-level Professional	Eryn Gradig	District Representative
District-level Professional	Bonney Dennis	Counselor
Parent	Jana Stern	PTA President
Business Representative	David Huffman	Business Representative/Parent
Business Representative	Jason Bell	Business Representative/Parent
Community Representative	Amy Nelson	Community Member
Parent	Jesse Hayes	Parent
Parent	Jennifer Johnson	Parent
Parent	Patricia Sampson	Parent
Parent	Beth Raines	PTA Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	