Plano Independent School District

Haun Elementary

2022-2023

Accountability Rating: A

Board Approval Date: September 20, 2022

Mission Statement

Established in 1997 and named for Bettye Haun, our mission is we impact all learners by building lasting relationships centered on the needs of the whole child. All individuals will be challenged and encouraged to become responsible and prepared citizens.

Vision

Our vision is to empower our students to reach their highest potential so they contribute to an ever-changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Haun Elementary is a diverse K-5 campus serving many cultures and with a wide array of languages spoken. Haun provides services to students with special education needs and serves the Elevate and Strive special education programs. Haun prides itself in having a low staff turnover, however, as new staff are hired, we offer a welcoming onboarding process to help them become acclimated with the campus and learn the systems and processes at Haun, as well as Plano ISD. This onboarding process includes teacher mentors to support new staff all throughout the year. There is a range of three to six teachers per grade level and Haun also employs support specialists that include an Instructional Coach, Dyslexia Teacher, ELL, PACE, and Library Media Specialist.

What makes Haun unique is the close community that is committed to ensuring all students and families feel a sense of belonging. The parents, community, and teachers are highly collaborative and strive to offer inclusive events that bring the community together throughout the year. The Haun PTA and campus staff collaborate on an ongoing basis and reflect to monitor the effectiveness and success of events attended.

	All Enrollment	At Risk	Bilingual	Dyslexic	Ec. Dis.	EB/ELL	ESL	Foster Care	GT	Military connected	504	Spe
2021-2022	510	217	0	19	97	90	86	0	85	16	22	59
2022-2023	590		1	21	132	147	140		92		21	69

Demographics Strengths

Haun Elementary embraces a positive school culture where diversity is valued and all stakeholders help to create inclusive experiences all throughout the elementary years. The data analysis process revealed the following strengths:

- Historical trends in high attendance rates (97% - 98.2%) - Higher than district average
- Student diversity
- Students may speak more than one language
- Collaboration among staff
- Involved PTA
- High performing campus: Accountability Rating A,
- Above district average in several grades/content in Approaches/Meets/Masters on STAAR; *6 Distinctions on STAAR; *Overall on STAAR, ELs continue to improve in ME and MS performance
- LEP student STAAR growth in ME (22% to 25%) and MS (38% to 39%)
- Growing trends in percent of students enrolled in the bilingual/ESL program (17.3% to 23.72%)
- MAP - Over 50% of EL´s are Quintile 1 (highest achievers) and 23-24% are Quintile 2 (high achievers)
- Growing trends in number of students enrolled in the gifted and talented program (85 to 92 students)

- Gifted and Talented overall STAAR performance 11% ME and 79% MS

ETHNICITY 2022-2023

	Asian	Afr. Am.	Am. In.	Hispanic	2 or More	White
Percent of Students	43.85%	10%	0.7%	11.8%	7.2%	26.45%

Advanced Academic Learners - Quintiles 1 and 2

	Gifted and Talented			English Language Learners		
	Math	Reading	Science	Math	Reading	Science
2020-2021	Q1 - 55%	Q1 - 55%	Q1 - 89%	Q1 - 42%	Q1 - 41%	Q1 - 58%
	Q2 - 20%	Q2 - 20%	Q2 - 20%	Q2 - 21%	Q2 - 22%	Q2 - 20%
2021-2022	Q1 - 89%	Q1 - 47%	Q1 - 85%	Q1 - 52%	Q1 - 53%	Q1 - 53%
	Q2 - 9%	Q2 - 24%	Q2 - 13%	Q2 - 24%	Q2 - 23%	Q2 - 23%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At the campus level, there is a need for professional learning on effective differentiation strategies to meet the needs and increase achievement for students in Quintiles 1 and 2. **Root Cause:** A lack of consistent and intentional implementation of differentiation strategies to meet the unique needs of Haun's advanced academic learners.

Student Learning

Student Learning Summary

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

Haun received an overall grade of an A rating on the 2022 School Report Card.

Student Learning Strengths

Growth was shown in All Student Groups on STAAR Meets and Masters from 2021 to 2022 in the following areas:

- 3rd Grade Reading (+16% Meets/+22% Masters)
- 4th Grade Reading (+9% Meets/+13% Masters)
- 5th Grade Reading (+20% Meets/+4% Masters)
- 5th Grade Math (+4% Meets)
- 5th Grade Science (+2% Meets/+3% Masters)

Growth was shown in subpopulations on STAAR (Meets) from 2021to 2022 in the following areas:

- 3rd Grade Reading - AA (+54%); Hispanic (+12%); ELs (+9%); EcoDis (+60%); Sped (+9%)
- 3rd Grade Math - EcoDis (+6%)
- 4th Grade Reading - Hispanic (+24%); ELs (+9%); EcoDis (+14%); Sped (+9%)
- 4th Grade Math - ELs (+7%); EcoDis (+13%); Sped (+10%)
- 5th Grade Reading - AA (+53%); Hispanic (+22%); ELs (+27%); EcoDis (+68%)
- 5th Grade Math - AA (+48%); Hispanic (+11%); ELs (+27%); EcoDis (14%); Sped (+3%)
- 5th Grade Science - AA (20%); Hispanic (+12%); EcoDis (+6%)

Based on 2020-2021 STAAR scores:

- Above district average in 3rd, 4th, and 5th grade math
- Above district average in 4th and 5th grade reading
- Above district average in 4th grade writing
- Above district average in 5th grade reading (Meets and Masters) and 5th grade science
- All Student Groups above district average in 5th grade math, science, and reading (Meets and Masters)
- All Student Groups above district average in 4th grade math, reading, and writing
- All Student Groups above district average in 3rd grade math

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need for more consistent school-wide (vertical K-5) instructional practices to address high-quality Tier One Instruction. **Root Cause:** Lack of vertical knowledge related to all content area TEKS, a need for a 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, African American, SPED, and those served by ESL.

School Processes & Programs

School Processes & Programs Summary

Haun incorporates the following programs and processes into the daily operations of our school in order to ensure the parents, staff, and students are well-informed, feel welcomed and valued, teachers and staff are working in a continual improvement model, and data analysis is incorporated into a consistent schedule for monitoring the progress of our goals.

- Special Education, 504, Dyslexia, Emergent Bilinguals, and G/T support programs
- New teacher mentoring program to include processes for Year 1 teachers and tailored processes for Year 2 teachers
- Professional Learning Communities processes to include: PISD Collaborative Team Framework & Collaborative Team Planning once a week
- Mutli-Tiered Support Systems (MTSS) and Student Support Teams (SST) meet regularly to review data and create individualized learning and support plans based on the needs of students
- Positive Behavior Interventions and Supports (PBIS) school-wide system to include Guidelines for Success outlining Year 1 implementation (hallways/cafeteria)
- Ongoing data analysis by campus administrators, team leaders, and MTSS team members
- Data analysis meetings with grade level teachers after each district/state assessment to develop new instructional plans to help meet the needs of all students
- Campus and district professional learning sessions throughout the year to focus on high-yield instructional strategies
- Instructional coaching model to support classroom teachers in their professional growth
- Social-emotional learning (SEL) focus to include daily community circles with specific guiding questions to meet the needs of each unique classroom/students
- Dedicated counselor to providing guidance lessons, SEL support to small groups of students and individual students
- Extended Planning Time for classroom teachers (once per semester)
- Staff surveys are an effective means of gauging climate, professional development needs, etc.
- School safety and security procedures are clear and consistent
- WATCH DOGS program
- National PTA School of Excellence
- Haun Instructional Snapshot is developed for the 22-23 school year by the staff and Instructional Leadership Team that aligns with the PISD Instructional Model. This tool will be utilized during Learning Walks, and Collaborative Team Planning.
- Instructional Leadership team meets monthly to develop leadership skills, improve instructional practices, and learn how to support their team

School Processes & Programs Strengths

Haun is recognized for having a positive and collaborative school culture. The community is at the heart of providing support in an effort to ensure all stakeholders are valued and students and families have successful elementary school years' experiences.

Haun has a strong PTA presence and with a new board and new members, the event calendar has been revised to best meet the needs of the community. Haun Elementary is recognized as a National PTA School of Excellence.

Social emotional learning (SEL) has become a strong component of the Haun school community. Classrooms dedicate time to begin each day in community circles to build a sense of belonging with an emphasis on kindness and compassion.

Staff and students' opinions matters. Consistent feedback is elicited in a timely manner to monitor and adjust processes and program outcomes, such as SEL, counseling support, student and staff safety, and professional learning needs.

In the 21-22 school year, Haun began to implement weekly PLC (Collaborative Team Planning Meetings) where administrators attend every meeting to provide structure and support. In the 22-23 school year, the meetings are more impactful with an intentional focus on the Collaborative Team Planning Frarmework. Grade level teams are given the autonomy to select which PLC question(s) will be their focus. Pre-arranged dates have been scheduled throughout the year to meet with the district assessment department to review unit

assessments, MAP and running records data.

In addition, the Haun leadership team, along with grade level teachers and professional staff have developed a master calendar of meeting dates, which includes a schedule to review data to inform instruction. These meetings are scheduled a minimum of 8 times a year.

The Instructional Snapshot for the 22-23 school year was developed collaboratively and sought input from teams as they reflected on the previous year, considered areas for growth for this year, and developed professional goals as teams.

PBIS (Positive Behavior Interventions and Supports) has launched with an intentional focus on the Guidelines for Success which were developed by Haun staff, students, and guardians. The Haun Community has identified the traits Brave, Respect, Integrity, Compassion, and Kindness (our B.R.I.C.K.S.) as our foundation for success. Students learn about the importance of the Guidelines for Success and practice implementing these traits at school. The roll out program includes Staff Professional Development, weekly lessons, and celebrations of success for students each week.

Technology resources are utilized throughout every grade level and content area. All teachers use Google Classroom and for younger grades, Seesaw, to allow students to engage with lessons online to enhance their classroom instruction.

Staff morale is an important aspect of the culture at Haun. There are improved efforts to support our staff, including intentional time for team planning.

Problem Statements Identifying School Processes & Programs Needs

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:** Haun has a large number of new teachers that are both new to teaching and/or new to Plano ISD. There is a need for deeper understanding of the PLC process, as well as planning protocols, and High Reliabilty Schools.

Perceptions

Perceptions Summary

Haun's Vision and Mission:

Our vision is to empower our students to reach their highest potential so they contribute to an ever-changing world.

At Haun, we impact all learners by building lasting relationships centered on the needs of the whole child. All individuals will be challenged and encouraged to become responsible and prepared citizens.

Also, Haun's mascot is the husky. The staff and students commit to the Husky Promise by reciting this each day on the morning announcements:

"When we care about each other and our classroom, we share what we have, listen carefully, help each other learn, work hard and have fun together. We understand that everyone makes mistakes, we stand up for ourselves and others, and when someone asks us to stop, we stop. In our classroom and school, we do not stand by when someone is being picked on. We help each other. This is who we are even when no one is watching."

The staff at Haun are committed to high levels of teaching and learning. In our efforts to ensure all students' needs are met, we engage in the Professional Learning Communities at Work and High Reliability Schools processes and procedures. We believe that all children can learn and embrace challenges and opportunities that lead to improved schooling for all students. Teachers and support staff collaborate on a weekly basis to answer questions about what it is all students need to know and be able to do, how we know students are learning, what do we do for students who are not learning, and for those who have mastered the content. This process is reliant on data-driven decisions, so staff must use tools to enter and disaggregate data in an effort to revise elements in the Teaching and Learning Cycle through an ongoing progress monitoring process and reflection.

Safety is the number one priority at Haun. It is critically important that students, staff, parents, and the community feel safe and secure while at Haun. Level One of the High Reliability Schools framework is a safe and collaborative culture. The HRS Level 1 survey results show that 100% of staff who completed the survey in August 2021 believe our school to be a safe and orderly place to learn and that they know the emergency management procedures in our school. Also, 100% of staff who completed the survey believe that the school leaders engage parents and the community regarding school safety issues. However, improvements can be to help students and parents more aware of the rules and procedures at school.

Other areas identified as strengths in the perceptions regarding high levels of teaching and learning include collaborative teams are in place and meet once a week or more, data is collected and reviewed to monitor student growth, electronic tools are used to collect and share data, staff are updated regularly and offered time to provide feedback on the progress of our school improvement plan, and school and team accomplishments are acknowledged and celebrated throughout the year.

Perceptions Strengths

At Haun Elementary, we believe the following are strengths of our safe and collaborative culture:

- SEL: weekly lessons provided, resource/support team, daily community circles, SEL "I can" statements
- Collaborative Team Planning: weekly, norms, agenda, data driven, student-centered, progress monitoring all student groups
- MTSS/SST Team: ongoing meetings, student-centered, solution-oriented, progress monitoring, timeline for updates on progress
- Schoolwide alignment to instructional practices K-5
- Communication methods between home and school and PTA
- Data Team: meets regularly to review campus-wide data and shares with staff to offer feedback on progress
- PBIS: Positive Behavioral Intervention System, Guidelines for Success: B.R.I.C.K.S. (Brave, Respect, Integrity, Compassion, Kindness, Self-Aware), weekly lessons, intentional roll-out for staff and students, weekly and quarterly celebrations of success

- Safety and security procedures are well-known and consistent
- Staff and parents enjoy school-wide events

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On the campus level, there is a need for effective methods of communicating with parents who are non-English speakers. **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: At the campus level, there is a need for professional learning on effective differentiation strategies to meet the needs and increase achievement for students in Quintiles 1 and 2.
Root Cause 1: A lack of consistent and intentional implementation of differentiation strategies to meet the unique needs of Haun's advanced academic learners.
Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals
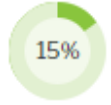
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Haun 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% in 2022 to 75% by June 2023. The English Learner student group performance will increase from 65% in 2022 to 67% in 2023. The Special Education student group performance will increase from 36% in 2022 to 39% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focus on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning and incorporate elements from the Haun Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Leadership Team	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs. Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR. and IRI's. **Staff Responsible for Monitoring:** Administration, Data Team, Leadership Team, Classroom Teachers	40%		

Strategy 3 Details	Formative Reviews		

Strategy 3: Follow-up coaching, to include modeling/observations/feedback will occur in grades K-2 to ensure fidelity in implementation of guided reading and other balance literacy components learned from the Reading Academy. In grades 3-5, coaching will occur to offer feedback to teachers on best practices and small group instruction in reading.
 	
    Strategy's Expected Result/Impact: Students will show growth in IRI, MAP, and STAAR.
    Staff Responsible for Monitoring: Administration, Instructional Coach, Dyslexia Specialist
	Formative		

	Nov	Feb	June
	30%		

Strategy 4 Details	Formative Reviews		

Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in reading with SPED and English Learner subpopulations.
 	
    Strategy's Expected Result/Impact: Increased growth as measured by IRI, MAP, and STAAR.
    Staff Responsible for Monitoring: Instructional Coach, Team Leaders, Classroom Teachers
	Formative		

	Nov	Feb	June
	15%		

Strategy 5 Details	Formative Reviews		

Strategy 5: Teachers will participate in Instructional Rounds to observe strategies connected to their team's professional learning goal. The instructional coach and teachers will reflect on observations to develop a plan to incorporate what they learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies.
 	
    Strategy's Expected Result/Impact: Teachers will develop a growth mindset in regard to their professional learning and development. Teachers will meet and/or demonstrate growth in toward their professional goals. Increased student achievement as a result of implementation of effective research-based instructional strategies, measured by MAP/STAAR. and IRI's.
    Staff Responsible for Monitoring: Instructional Coach, Administration.
	Formative		

	Nov	Feb	June
	25%		

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

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2022 to 2023.

Performance Objective 2: The percent of Haun students that score Meets grade level or above on STAAR Reading 3-5 will increase from 77% in 2022 to 78% by June 2023. The Special Education student group performance will increase from 33% in 2022 to 36% in 2023. The African American student group performance will increase from 48% in 2022 to 50% in 2023.

  Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focus on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning and incorporate elements from the Haun Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Leadership Team	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs. Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR. and IRI's. **Staff Responsible for Monitoring:** Administration, Data Team, Leadership Team, Classroom Teachers	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Follow-up coaching, to include modeling/observations/feedback will occur in grades K-2 to ensure fidelity in implementation of guided reading and other balance literacy components learned from the Reading Academy. In grades 3-5, coaching will occur to offer feedback to teachers on best practices and guided reading/small group instruction in reading.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth in IRI, MAP, and STAAR. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Dyslexia Specialist	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in reading with SPED and African American student groups. **Strategy's Expected Result/Impact:** Increased growth as measured by IRI, MAP, and STAAR. **Staff Responsible for Monitoring:** Instructional Coach, Team Leaders, Classroom Teachers	Formative		
	Nov	Feb	June
	15%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will participate in Instructional Rounds to observe strategies connected to their team's professional learning goal. The instructional coach and teachers will reflect on observations to develop a plan to incorporate what they learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies. **Strategy's Expected Result/Impact:** Teachers will develop a growth mindset in regard to their professional learning and development. Teachers will meet and/or demonstrate growth toward their professional goals. Increased student achievement as a result of implementation of effective research-based instructional strategies, measured by MAP/STAAR. and IRI's. **Staff Responsible for Monitoring:** Instructional Coach, Administration.	Formative		
	Nov	Feb	June
	25%		

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

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 1: HB3 - The percent of Haun 3rd grade students that score meets grade level or above on STAAR Math will increase from 54% in 2022 to 55% by June 2023. The Special Education student group performance will increase from 9% in 2022 to 12% in 2023. The Economically Disadvantaged student group performance will increase from 17% in 2022 to 19% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focus on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning and incorporate elements from the Haun Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Leadership Team	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade level student work, and track Math growth to determine progress and adjust instruction as measured by data team walkthroughs. Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR. and . **Staff Responsible for Monitoring:** Administration, Data Team, Leadership Team, Classroom Teachers	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Follow-up coaching, to include modeling/observations/feedback will occur in grades K-5 to ensure fidelity in implementation of best practices, including small group instruction in math.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers in grades 2, 3, and 4 will implement a new math enrichment program as measured by campus walkthroughs. Students will show growth as measured by MAP and STAAR. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Classroom Teachers	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in math with SPED and Economically Disadvantaged subpopulations. **Strategy's Expected Result/Impact:** Increased growth as measured by MAP, and STAAR. **Staff Responsible for Monitoring:** Instructional Coach, Team Leaders, Classroom Teachers	Formative		
	Nov	Feb	June
	15%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will participate in Instructional Rounds to observe strategies connected to their team's professional learning goal. The instructional coach and teachers will reflect on observations to develop a plan to incorporate what they learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will develop a growth mindset in regard to their professional learning and development. Teachers will meet and/or demonstrate growth toward their professional goals. Increased student achievement as a result of implementation of effective research-based instructional strategies, measured by MAP/STAAR. and IRI's. **Staff Responsible for Monitoring:** Instructional Coach, Administration.	25%		

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

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2022 to 2023.

Performance Objective 2: The percent of Haun students that score Meets grade level or above on STAAR Math 3-5 will increase from 61% in 2022 to 62% by June 2023. The Special Education student group performance will increase from 21% in 2022 to 24% in 2023. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 49% in 2023.

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focus on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning and incorporate elements from the Haun Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Leadership Team	30%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade level student work, and track math growth to determine progress and adjust instruction as measured by data team walkthroughs. Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR. **Staff Responsible for Monitoring:** Administration, Data Team, Leadership Team, Classroom Teachers	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Follow-up coaching, to include modeling/observations/feedback will occur in grades K-5 to ensure fidelity in implementation of best practices, including small group instruction in math.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Teachers in grades 2, 3, and 4 will implement a new math enrichment program as measured by campus walkthroughs. Students will show growth as measured by MAP and STAAR. **Staff Responsible for Monitoring:** Administration, Instructional Coach, Classroom Teachers	30%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in math with SPED and Economically Disadvantaged subpopulations. **Strategy's Expected Result/Impact:** Increased growth as measured by MAP, and STAAR. **Staff Responsible for Monitoring:** Instructional Coach, Team Leaders, Classroom Teachers	Formative		
	Nov	Feb	June
	15%		

Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will participate in Instructional Rounds to observe strategies connected to their team's professional learning goal. The instructional coach and teachers will reflect on observations to develop a plan to incorporate what they learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies. **Strategy's Expected Result/Impact:** Teachers will develop a growth mindset in regard to their professional learning and development. Teachers will meet and/or demonstrate growth toward their professional goals. Increased student achievement as a result of implementation of effective research-based instructional strategies, measured by MAP/STAAR. and IRI's. **Staff Responsible for Monitoring:** Instructional Coach, Administration.	Formative		
	Nov	Feb	June
	25%		

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

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2022 to 2023.

Performance Objective 1: The percent of Haun students that score Meets grade level or above on STAAR Science 5 will increase from 62% in 2022 to 63% by June 2023. The English Learner student group performance will increase from 45% in 2022 to 47% in 2023. The Economically Disadvantaged student group performance will increase from 15% in 2022 to 17% in 2023.

    Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details	Formative Reviews		

Strategy 1: Collaborative Teams will meet once a week with administration and instructional coach present to focus on learning that is results-oriented and follows a timed and focused agenda. Agendas focus on the 4 key questions for effective PLC's and are developed to meet the unique needs of each team. Teams will use the Collaborative Team Framework to guide planning and incorporate elements from the Haun Instructional Snapshot and PISD Instructional Model to ensure equitable and quality learning opportunities.
 	
    Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.
    Staff Responsible for Monitoring: Administration, Instructional Coach, Leadership Team
	Formative		

	Nov	**Feb**	**June**
	30%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.
    Strategy's Expected Result/Impact: Collaborative teams will analyze, evaluate grade level student work, and track science growth to determine progress and adjust instruction as measured by data team walkthroughs.
 	
Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP, STAAR, and unit assessments in Edugence.
    Staff Responsible for Monitoring: Administration, Data Team, Leadership Team, Classroom Teachers
	Formative		

	Nov	**Feb**	**June**
	20%		

Strategy 3 Details	Formative Reviews		

Strategy 3: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in science with EL and EcoDis subpopulations.
    Strategy's Expected Result/Impact: Increased growth as measured by MAP, and STAAR.
    Staff Responsible for Monitoring: Instructional Coach, Team Leaders, Classroom Teachers
	Formative		

	Nov	**Feb**	**June**
	15%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in Instructional Rounds to observe strategies connected to their team's professional learning goal. The instructional coach and teachers will reflect on observations to develop a plan to incorporate what they learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will develop a growth mindset in regard to their professional learning and development. Teachers will meet and/or demonstrate growth toward their professional goals. Increased student achievement as a result of implementation of effective research-based instructional strategies, measured by MAP/STAAR. and IRI's. **Staff Responsible for Monitoring:** Instructional Coach, Administration.	25%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 4: 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.

Performance Objective 1: The PBIS (Foundations) team will be in the implementation stage of PBIS, a school-wide system of positive behavioral intervention supports. The school will focus on improving positive behaviors in two common areas, the hallway and cafeteria, by following the Guidelines for Success. The PBIS team and staff will monitor student and staff behaviors to determine the effectiveness of the system and make adjustments as needed by May 2023.

    Evaluation Data Sources: Review 360, observations, attendance, student achievement, HRS Survey, meeting agendas

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS (Foundations) team will attend all professional learning meetings during the 2022-2023 school year.	**Formative**		
Strategy's Expected Result/Impact: Increased knowledge about how to monitor and adjust a positive and instructional school-wide system to ensure all stakeholders feel safe, as measured by HRS surveys, Review 360.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: PBIS (Foundations) Team **ESF Levers:** Lever 3: Positive School Culture	50%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Create a continuous improvement cycle that includes processes and procedures that will help maintain consistency in implementation.	**Formative**		
Strategy's Expected Result/Impact: Improve all aspects of behavior, including climate, safety, discipline, behavior support plans, and student connectedness as measured by PBIS team agendas and informal data collection.	**Nov**	**Feb**	**June**
Create data-driven processes, including multiple data sources, to help identify improvement priorities. Develop staff engagement and unity by sharing steps in the process and information, eliciting input, and gathering feedback on a consistent basis at staff meetings, through newsletters, and team leader meetings. **Staff Responsible for Monitoring:** PBIS (Foundations) Team **ESF Levers:** Lever 3: Positive School Culture	50%		

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

Goal 4: 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.

Performance Objective 2: A Multi-Tiered Systems of Support (MTSS) team will continue implementation in sustaining a school-wide system to help support students in both their social-emotional and academic needs.

Evaluation Data Sources: Observations, MAP, IRIs, district unit assessments, grade level/content area common formative assessments, Review 360, and attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: The MTSS team will ensure that all students' social-emotional and academic needs are met by following the Haun MTSS framework.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased staff knowledge of the MTSS process and creation/progress monitoring/follow-up of student support plans to ensure progress is being made as measured by informal feedback and administrative observation. **Staff Responsible for Monitoring:** Administration and MTSS facilitator and team	75%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Student Support Team(s) will be invited to participate on a case-by-case basis to ensure the correct staff members are included when working to create individual student intervention plans in Edugence that will be progress monitored and revised with updates on a consistent schedule.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement in social-emotional or academic areas of need as measured by district and state assessment. **Staff Responsible for Monitoring:** Student Support Team, Classroom Teacher	75%		

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

2022-2023 SBIC

Committee Role	Name	Position
Administrator	Denise Lohmiller	Principal
Classroom Teacher	Michael Talamantez	Classroom Teacher
Classroom Teacher	Brooke Shinneman	Classroom Teacher
Classroom Teacher	RaSheda Jamerson	Classroom Teacher
Classroom Teacher	Tara Kneafsey	Classroom Teacher
Non-classroom Professional	Bonney Burnett	Counselor
Administrator	Jennifer McCarty	Administrator
Parent	Angie Pompey	Parent/PTA President
Parent	Diane Ngu	Parent
Parent	Shanelle Fisher	Parent
Parent	Leslie Currier	Parent
Parent	Jen Dungan	Parent
Business Representative	Christopher Mock	Parent/Business Rep
Community Representative	Amy Nelson	District/Community Rep
District-level Professional	Eryn Gradig	District/Community Rep
Classroom Teacher	Kathy Podnieks	Classroom Teacher
Classroom Teacher	Sherry Green	Classroom Teacher
Classroom Teacher	David Holliday	Classroom Teacher
Non-classroom Professional	Candi Rains	Non-classroom Professional
Classroom Teacher	Maggie Pierpont	Classroom Teacher

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,170.00
				+/- Difference	$2,170.00
199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$516.00
				+/- Difference	$516.00
282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,015.00
				+/- Difference	$4,015.00
				Grand Total Budgeted	$6,701.00
				Grand Total Spent	$0.00
				+/- Difference	$6,701.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

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

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

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

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

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	13	10	33	0	38	0	11	12	2	23	80	20	100
2022	54	70	79		74		36	75	50	65	78	60	74
2023	56	72	80		75		39	77	51	67	79	61	75
2024	58	74	80		75		42	79	51	69	79	63	75
2025	60	76	81		76		46	81	52	72	80	65	76
2026	64	80	83		78		52	85	54	76	82	68	78
2027	68	84	84		79		59	89	55	81	83	71	79

HB3 Campus Goals - All Grades STAAR at Meets Standard   Haun

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	11	24	0	24	0	9	11	0	17	47	23	70
2022	25	55	67		83		33	55		76	74	52	67
2023	27	57	68		84		36	57		78	75	53	68
2024	29	59	68		84		39	59		80	75	55	68
2025	31	61	69		85		43	61		83	76	57	69
2026	35	65	71		87		49	65		87	78	60	71
2027	39	69	72		88		56	69		92	79	63	72

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	9	30	1	26	0	4	13	4	11	57	22	79
2022	67	78	93	100	92		25	92	100	91	95	73	89
2023	69	80	94	100	93		28	94	100	93	96	74	90
2024	71	82	94	100	93		31	96	100	95	96	76	90
2025	73	84	95	100	94		35	98	100	98	97	78	91
2026	77	88	97	100	96		41	100	100	100	99	81	93
2027	81	92	98	100	97		48	100	100	100	100	84	94

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haun

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading — All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	27	30	87	1	88	0	24	36	6	51	184	65	249
2022	48	67	80	100	82		33	75	83	75	82	62	77
2023	50	69	81	100	83		36	77	84	77	83	63	78
2024	52	71	81	100	83		39	79	84	79	83	65	78
2025	54	73	82	100	84		43	81	85	82	84	67	79
2026	58	77	84	100	86		49	85	87	86	86	70	81
2027	62	81	85	100	87		56	89	88	91	87	73	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	13	10	32	0	38	0	11	12	2	23	79	20	99
2022	15	30	56		66		9	17	0	43	54	50	54
2023	18	32	57		67		12	19	1	45	55	52	55
2024	21	35	59		69		15	22	3	47	57	54	57
2025	24	39	61		71		19	26	5	50	59	57	59
2026	30	43	63		73		24	30	7	54	61	61	61
2027	36	49	66		76		31	36	10	59	64	66	64

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haun

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math | Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	11	24	0	24	0	9	11	0	17	47	23	70
2022	38	45	50		79		33	64		82	68	43	60
2023	41	47	51		80		36	66		84	69	45	61
2024	44	50	53		82		39	69		86	71	47	63
2025	47	54	55		84		43	73		89	73	50	65
2026	53	58	57		86		48	77		93	75	54	67
2027	59	64	60		89		55	83		98	78	59	70

HB3 Campus Goals - All Grades STAAR at Meets Standard

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	9	30	1	26	0	4	13	4	11	57	22	79
2022	50	67	60	100	96		25	62	50	82	75	64	72
2023	53	69	61	100	97		28	64	51	84	76	66	73
2024	56	72	63	100	99		31	67	53	86	78	68	75
2025	59	76	65	100	100		35	71	55	89	80	71	77
2026	65	80	67	100	100		40	75	57	93	82	75	79
2027	71	86	70	100	100		47	81	60	98	85	80	82

HB3 Campus Goals - All Grades STAAR at Meets Standard   Haun

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	27	30	86	1	88	0	24	36	6	51	183	65	248
2022	30	47	56	100	78		21	47	33	65	64	52	61
2023	33	49	57	100	79		24	49	34	67	65	54	62
2024	36	52	59	100	81		27	52	36	69	67	56	64
2025	39	56	61	100	83		31	56	38	72	69	59	66
2026	45	60	63	100	85		36	60	40	76	71	63	68
2027	51	66	66	100	88		43	66	43	81	74	68	71

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haun

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	9	30	1	26	0	4	13	4	11	57	22	79
2022	33	56	60	100	77		25	15	50	45	68	45	62
2023	36	58	61	100	78		28	17	51	47	69	47	63
2024	39	61	63	100	80		31	20	53	49	71	49	65
2025	42	65	65	100	82		35	24	55	52	73	52	67
2026	48	70	67	100	84		40	29	58	56	75	56	69
2027	54	76	70	100	87		47	35	62	61	78	60	72

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Principal, Executive Director for Student & Family Services	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	**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. [Campus Wellness Plan](#) ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**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, Executive Director for Student and Family Services	**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		