

Plano Independent School District

Harrington Elementary

2019-2020

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 1, 2019

Mission Statement

Harrington Elementary



Harrington Campus Mission Statement:

Educate and Inspire Successful, Life Long Learners. Everyday and in Every Way.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

Demographic Strength: Some of the strengths include:

1. Identifying the SEL needs of the campus
2. Fast tracking of most academic needs.
3. Active PTA-PTA involvement is active
4. High Standards and supportive majority of parents
5. Teachers and staff are involved in the teaching of all students

Problem Statements Identifying Demographics Needs

Problem Statement 1: What do we do as a staff to inform parents of the Harrington Way. **Root Cause:** More parent communication/ Frequency

Student Academic Achievement

Student Academic Achievement Strengths

All Students from 3-5th grade performed about the district average on all tests

HARRINGTON EL (043910118) 2017-18 School Report Card PLANO ISD State District Campus.

TAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)

All Subjects 2018 77%, 86%, 90%

Reading 2018 74% 86% 90%

Mathematics 2018 81% 88% 93%

Writing 2018 66% 78% 83%

Science 2018 80% 87% 88%

STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)

All Subjects 2018 48% 65% 70%

Reading 2018 46% 65% 69%

Mathematics 2018 50% 64% 77%

Writing 2018 41% 59% 65%

Science 2018 51% 65% 52%

When looking at the data we see that we are only one point above the state average and 10 points below the district average in science for meets grade level

STAAR Performance Rates at Masters Grade Level (All Grades Tested)

Reading 2018 19% 35% 45%

Mathematics 2018 24% 40% 49% 43%

Writing 2018 13% 26% 19%

Science 2018 23% 38% 11%

In the Masters level we scored 11% and the district scored 38%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Harrington will increase student learning in science as evidence by an increase in student performance of 5% at the Meets Grade Level Performance and 5% at the Approaches Grade Level Performance on the 2020 STAAR assessment **Root Cause:** Need to add additional support to the reteaching of terminology so that students can understand the question. Differentiate teacher table, Interventions need to be begin earlier on.

Problem Statement 2: All students from Kindergarten through fifth grade will have a guided reading and strategy group lesson daily measured by student performance on running records and CFA's. **Root Cause:** Be more consistent of the time we spend in guided reading. Look at data to group students in guided reading. Support Struggling Readers earlier on.

School Processes & Programs

School Processes & Programs Strengths

- * Alignment/Peer Collaboration
 - * Zones of Regulation/ behavior
 - * Mentoring Program
 - * New teacher support (2019 New Mentor Program)
 - * Implementation of research based programs
 - * Implementation of Guided Reading (Jan Richardson)
 - * Collaborative Meetings Weekly
 - * Teachers are aware of the urgency to maintain and enhance best instructional practices needed for student success.
 - * Scheduling maximizes instructional time for each grade and allows for minimal interruptions throughout the instructional day.
 - * Safety drills are performed frequently and effectively
 - *The overall perception of Harrington is positive. There is a culture and climate that has been long respected by staff, students and the community. Our PTA works closely with the staff of Harrington to create events to bring families and the community to the school. Families are always welcome at Harrington and we strive to have more parent involvement.
 - * Harrington is a one to one campus with Technology. Technology is used in each classroom. Technology is used to enhance student learning and provides a greater access to information, supports creating and learning, and motivates students. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. Teachers use SEESAW to communicate with parents on a daily basis. Also daily announcements are broadcast for the students and staff.
- Tier one, Two and Three are used for behavior and academic.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Grade level collaborative teams including instructional specialists will meet weekly as part of the PLC process in collaborative

groups focusing on responding to data in order to target student growth. **Root Cause:** A need to respond to data and specifically target student interventions and individualized instruction

Perceptions

Perceptions Strengths

The teachers and staff work effectively with each other creating an enviroment that encourages team work, collaboration and respect for all. In addition, our HRS survey reflects a positive culture at Harrington. The staff and students have a positive growth mindset that is the foundation of Harrington which is respect, care and loyalty to our students, staff and community.

Priority Problem Statements

Problem Statement 1: Harrington will increase student learning in science as evidence by an increase in student performance of 5% at the Meets Grade Level Performance and 5% at the Approaches Grade Level Performance on the 2020 STAAR assessment

Root Cause 1: Need to add additional support to the reteaching of terminology so that students can understand the question. Differentiate teacher table, Interventions need to be begin earlier on.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: All students from Kindergarten through fifth grade will have a guided reading and strategy group lesson daily measured by student performance on running records and CFA's.

Root Cause 2: Be more consistent of the time we spend in guided reading. Look at data to group students in guided reading. Support Struggling Readers earlier on.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Grade level collaborative teams including instructional specialists will meet weekly as part of the PLC process in collaborative groups focusing on responding to data in order to target student growth.

Root Cause 3: A need to respond to data and specifically target student interventions and individualized instruction

Problem Statement 3 Areas: School Processes & Programs

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
- State and federal planning requirements

Accountability Data

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

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
- STAAR End-of-Course current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

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
- Male / Female performance, progress, 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

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 06, 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: Harrington will increase student learning in science as evidence by an increase in student performance of 5% at the Meets Grade Level Performance and 5% at the Approaches Grade Level Performance on the 2020 STAAR assessment

Evaluation Data Source(s) 1: STAAR Data/MAP information Data/ and student daily work

Formative and Informal assessment.

Daily interventions.

SDQ's / 2-5 grades

Intentionally include science in other subject areas.




Strategy

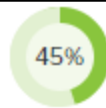


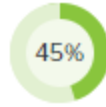


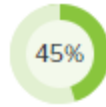





Science Talks K-5th

Lesson Plans

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to Covid the campus will re look at this performance objective . This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Use 5th grade "Science Talks" and SDQ's to model Science thinking.	5th grade science teacher Administration (Rahmann) District Science Coordinator.(Mary Swinton)	Increase in student thinking centered on science content growth.			
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
2) Intentionally include science vocabulary in other subject areas by using the same terminology across curriculum.	Administration Specialist teachers Grade level teachers	Increase in Science awareness and vocabulary across Math and Reading content areas. By focusing on nonfiction text and similar vocabulary in Math, students will be able to make cross content connections.			
	Problem Statements: Student Academic Achievement 1				
3) Daily use the 4 essential PLC questions to guide instruction and intervention. (Collaborate with district Coordinator).	K-5 teachers Administration District Science Coordinator	Increase in differentiation for Tier 1, 2, and 3 students. Small group teacher table lessons are differentiated based on CFA's and planning for students who have not mastered the standard while enriching the students who have already mastered the standard.			
	Problem Statements: Student Academic Achievement 1				
4) Collectively generate and utilize a walk through form to focus on specific small group instruction with Science vocabulary and standards.	Grade Level Team leaders Administration (Dr. Jamar and Corinne Dias) Science Coordinators (Mary Swinton)	Improved lesson feedback based off of walkthrough data. This will increase targeted Science instruction as a result of specific feedback.			
	Problem Statements: Student Academic Achievement 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Harrington will increase student learning in science as evidence by an increase in student performance of 5% at the Meets Grade Level Performance and 5% at the Approaches Grade Level Performance on the 2020 STAAR assessment Root Cause 1: Need to add additional support to the reteaching of terminology so that students can understand the question. Differentiate teacher table, Interventions need to be begin earlier on.

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: Students from Kindergarten through fifth grade will have a guided reading and strategy group lesson daily measured by student performance on running records and CFA's.

Evaluation Data Source(s) 2: Differentiate groups for guided reading

Support Struggling readers

Have students brainstorm visuals or motions to represent key words in text.










Guided discussing with Comprehension questions

Implement consistent reading groups

Intentionally use vocabulary and discuss definitions.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will receive training on Strategy Groups and train the staff on Strategy Groups. Teachers will plan weekly for strategy groups	Grade Level Teachers (K-5th) Administration (Dr. Jamar and Corinne Dias)	Implementation of targeted intervention focused on results of assessment from specific standards. Staff will have a shared knowledge of strategy groups based off of the professional development on strategy groups.			
2) Guided discussion with Comprehension questions	Kindergarten- 5th grade grade level teachers Administration(Dr. Jamar and Corinne Dias)	Curriculum and teacher created assessments will be used to guide with implementation and adding resources to help with higher level questions to improve the students performing in the Tier 1 Level.			
Problem Statements: Student Academic Achievement 2					
3) Teachers will utilize the 4 essential PLC questions to determine students needing to be pulled for intervention and/or enrichment guided reading/strategy groups.	All Grade Level Classroom Teachers and Resource teachers. Administration (Dr. Jamar and Corinne Dias)	Increase in intentional planning for differentiated and individualized reading groups for all students. Targeted instruction for students needing intervention and extensions.			
Problem Statements: Student Academic Achievement 2					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div><div></div></div><div>= Discontinue</div></div></div>					

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 2: All students from Kindergarten through fifth grade will have a guided reading and strategy group lesson daily measured by student performance on running records and CFA's. Root Cause 2: Be more consistent of the time we spend in guided reading. Look at data to group students in guided reading. Support Struggling Readers earlier on.




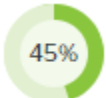

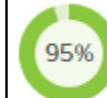









Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 3: Grade level collaborative teams including instructional specialists will meet weekly as part of the PLC process in collaborative groups focusing on responding to data in order to target student growth.

Evaluation Data Source(s) 3: Monthly Data meetings with teams
Vertical team meetings to discuss and collaborate
Weekly collaborative planning with teams

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Using data to guide instruction. Data meetings occur on a monthly basis.	Administration All Teachers	Staff will have a greater understanding of student growth and intervention in order to be able to achieve maximum student growth. Instruction will be individualized based on student performance.			
	Problem Statements: School Processes & Programs 1				
2) Vertical meetings to discuss PLC progress and strategies that grade levels are using. Putting in place interventions that need to be accommodated or modified to see growth.	Administration All Teachers K-5th grade	Increase in teacher and students understanding by sharing common practices K-5 based on student results.			
	Problem Statements: School Processes & Programs 1				
3) Collaborative teams will meet and utilize the 4 PLC questions in weekly collaboration	K-5 Teachers Administration	Increase in clearly understanding the learning targets, student assessment, meeting students individual learning needs with targeted intervention and enrichment.			
4) Collaborative teams set grade level SMART goals to address student achievement in multiple areas.	Administration(Dr. Jamar and Corinne Dias) All teachers at Harrington Elementary	Students in areas where specific measurable goals are set will show growth due to greater focus on targeted area.			
	Problem Statements: School Processes & Programs 1				
<div> = Accomplished</div> <div> = No Progress</div> <div> = Discontinue</div>					

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Grade level collaborative teams including instructional specialists will meet weekly as part of the PLC process in collaborative groups focusing on responding to data in order to target student growth. Root Cause 1: A need to respond to data and specifically target student interventions and individualized instruction

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.

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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.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Jacye Jamar	Principal
Administrator	Corinne Dias	Assistant Principal
Non-classroom Professional	George Arrendondo	ESL Teacher
Classroom Teacher	Denise Schnieder	Special Education Teacher
Non-classroom Professional	Robyn Regan	Special Education Team Leader
Paraprofessional	Shanna Kellogg	Counselor
Paraprofessional	Rachel Bernard	Office Manager
Parent	Marisela Linegerger	PTA President
Parent	Annie Furr	Parent
District-level Professional	Mary Swinton	District Representative
Parent	Devyn Howell	Parent
Parent	Danica Whitlock	Parent
Community Representative	Medea Peabody	Community Representative
Business Representative	Michelle Oehler	Business Representative
Parent	Emily Robinson	Parent
Parent	Emily Stubbe	Parent
Community Representative	Barb Sherman	Community Member
Business Representative	Kathleen Smith	Business Representative
Classroom Teacher	Courtney Komar	3rd grade teacher
Classroom Teacher	Martha Teague	5th grade teacher
Classroom Teacher	Sharmeen Rahman	5th grade science teacher
Classroom Teacher	Lana Smith	4th grade teacher

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)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 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. 	<p>TEC 11.253(d)</p> <p>Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and 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	