

Plano Independent School District

Harrington Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

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 Summary

Total Students enrolled- 429

Student Enrollment by Type

Economically Disadvantaged-26.8%

English Language Learner-13.8%

Students Receiving Special Education Services-14.9%

Student Enrollment by Race/Ethnicity

African American-11.0%

Asian-22.1%

Hispanic-15.2%

American Indian-0.2%

Pacific Islander-0.0%

Two or More Races-4.9%

White-46.6%

| Staff Information | ----- Campus ----- | | | |
|---|--------------------|---------|----------|----------|
| | Count/Average | Percent | District | State |
| Total Staff | 49.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 43.6 | 88.0% | 71.8% | 64.1% |
| Teachers | 38.1 | 76.9% | 57.1% | 50.1% |
| Professional Support | 4.0 | 8.1% | 10.5% | 9.8% |
| Campus Administration (School Leadership) | 1.5 | 3.0% | 3.0% | 3.0% |
| Educational Aides: | 5.9 | 12.0% | 9.5% | 10.1% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | 1.0 | n/a | 70.0 | 4,429.0 |
| Full-time | | | | |
| Part-time | 0.0 | n/a | 0.0 | 578.0 |
| Counselors | 1.0 | n/a | 161.0 | 12,131.0 |
| Full-time | | | | |
| Part-time | 0.0 | n/a | 1.0 | 1,148.0 |
| Total Minority Staff: | 11.5 | 23.2% | 32.7% | 49.9% |

| Staff Information | ----- Campus ----- | | | |
|----------------------------------|--------------------|---------|----------|-------|
| | Count/Average | Percent | District | State |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 2.0 | 5.2% | 7.0% | 10.4% |
| Hispanic | 2.0 | 5.2% | 12.7% | 27.2% |
| White | 28.1 | 73.8% | 73.3% | 58.9% |
| American Indian | 0.0 | 0.0% | 0.4% | 0.3% |
| Asian | 4.0 | 10.5% | 4.6% | 1.6% |
| Pacific Islander | 0.0 | 0.0% | 0.1% | 0.4% |
| Two or More Races | 2.0 | 5.2% | 1.8% | 1.1% |
| Males | 2.7 | 7.0% | 18.9% | 23.7% |
| Females | 35.5 | 93.0% | 81.1% | 76.3% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.4% |
| Bachelors | 27.5 | 72.0% | 64.7% | 74.1% |
| Masters | 10.7 | 28.0% | 34.2% | 23.8% |
| Doctorate | 0.0 | 0.0% | 0.8% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.6% | 4.1% | 8.2% |
| 1-5 Years Experience | 11.0 | 28.9% | 28.0% | 29.1% |
| 6-10 Years Experience | 7.5 | 19.6% | 20.8% | 19.1% |
| 11-20 Years Experience | 13.0 | 34.1% | 32.7% | 28.2% |
| Over 20 Years Experience | 5.7 | 14.8% | 14.4% | 15.3% |
| Number of Students per Teacher | 10.8 | n/a | 13.8 | 15.1 |

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 (Prioritized): The percent of Harrington students that score Meets grade level or above on STAAR Reading 3-5 will increase from 66% in 2019 to 68% by June 2021. The African American student group performance will increase from 46% in 2019 to 50% in 2021. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 50% in 2021.

Student Learning

Student Learning Summary

Harrington 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.

School and Student Information This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

Campus District State Attendance Rate (2016-17) 97.3% 96.7% 95.7%

Enrollment by Race/Ethnicity Campus/District/State

African American 10.2% 12.6% 12.6%

Hispanic 16.3% 24.5% 52.4%

White 48.9% 34.8% 27.8%

American Indian 0.5% 0.3% 0.4%

Asian 20.0% 24.0% 4.4%

Pacific Islander 0.0% 0.1% 0.1%

Two or More Races 4.1% 3.8% 2.3%

Enrollment by Student Group:Campus/District/State

Economically Disadvantaged 24.3% 27.1% 58.8%

English Learners 13.1% 14.5% 18.8%

Special Education 15.3% 11.0% 9.1%

Mobility Rate (2016-17) 12.4% 10.7% 16.0%

Campus District State Class Size Averages by Grade or Subject Elementary

Kindergarten 17.0 18.6 18.7

Grade 2 17.3 19.6 18.8

Grade 3 18.3 19.3 19.0

Grade 4 18.7 19.6 19.2

Grade 5 21.3 23.0 21.2

School and Student Information This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

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Hispanic 16.3% 24.5% 52.4%

White 48.9% 34.8% 27.8%

American Indian 0.5% 0.3% 0.4%

Asian 20.0% 24.0% 4.4%

Pacific Islander 0.0% 0.1% 0.1%

Two or More Races 4.1% 3.8% 2.3%

Enrollment by Student Group

Economically Disadvantaged 24.3% 27.1% 58.8%

English Learners 13.1% 14.5% 18.8%

Special Education 15.3% 11.0% 9.1%

Mobility Rate (2016-17) 12.4% 10.7% 16.0%

Campus District State Class Size Averages by Grade or Subject Elementary

Kindergarten 17.0 18.6 18.7

Grade 2 17.3 19.6 18.8

Grade 3 18.3 19.3 19.0

Grade 4 18.7 19.6 19.2

Grade 5 21.3 23.0 21.2

AcademicGrowth Score (All Grades Tested) State/District/ Campus

Reading 2018 69,74, 80

Mathematics 2018 70, 75, 84

Texas Education Agency

2019 Accountability Ratings Overall Summary

HARRINGTON EL (043910118) - PLANO ISD

Accountability Rating Summary

| | Component Score | Scaled Score | Rating |
|--|-----------------|--------------|--------|
| Overall | | 92 | A |
| Student Achievement | | 92 | A |
| STAAR Performance | 66 | 92 | |
| College, Career and Military Readiness | | | |
| Graduation Rate | | | |
| School Progress | | 88 | B |

| | Component Score | Scaled Score | Rating |
|---|-----------------|--------------|--------|
| Academic Growth | 80 | 88 | B |
| Relative Performance (Eco Dis: 26.8%) | 66 | 83 | B |
| Closing the Gaps | 96 | 92 | A |

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

| ELA/Reading | Earned |
|------------------------------|--------------|
| Mathematics | Earned |
| Science | Not Earned |
| Social Studies | Not Eligible |
| Comparative Academic Growth | Earned |
| Postsecondary Readiness | Earned |
| Comparative Closing the Gaps | Earned |

| State District Campus | African American | Hispanic White | American Indian | Asian | Pacific Island | Two or More Races | Special Ed | Economically Disadvantage / EL |
|-----------------------|------------------|----------------|-----------------|-------|----------------|-------------------|------------|--------------------------------|
|-----------------------|------------------|----------------|-----------------|-------|----------------|-------------------|------------|--------------------------------|

EL

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

| | | | | | | | | | | | | | | |
|------------------------------------|------|-----|-----|-----|---|------|-----|---|------|---|---|---|-----|------|
| Grade 3 Reading | 2018 | 77% | 85% | 87% | * | * | 87% | * | 88% | - | * | * | 82% | * |
| At Approaches Grade Level or Above | 2017 | 72% | 81% | 85% | * | 82% | 92% | - | 92% | - | * | * | 77% | 82% |
| At Meets Grade Level or Above | 2018 | 43% | 57% | 59% | * | * | 68% | * | 63% | - | * | * | 36% | * |
| | 2017 | 44% | 60% | 61% | * | 64% | 68% | - | 77% | - | * | * | 45% | 73% |
| At Masters Grade Level | 2018 | 24% | 38% | 40% | * | * | 45% | * | 56% | - | * | * | 27% | * |
| | 2017 | 28% | 43% | 41% | * | 45% | 36% | - | 69% | - | * | * | 32% | 55% |
| Grade 3 Mathematics | 2018 | 77% | 86% | 95% | * | * | 95% | * | 94% | - | * | * | * | 100% |
| At Approaches Grade Level or Above | 2017 | 76% | 86% | 92% | * | 100% | 92% | - | 100% | - | * | * | * | 91% |
| At Meets Grade Level or Above | 2018 | 46% | 63% | 69% | * | * | 71% | * | 88% | - | * | * | * | 89% |
| | 2017 | 48% | 63% | 72% | * | 82% | 68% | - | 92% | - | * | * | * | 91% |
| At Masters Grade Level | 2018 | 22% | 39% | 44% | * | * | 45% | * | 56% | - | * | * | * | 56% |
| | 2017 | 25% | 42% | 44% | * | 45% | 44% | - | 69% | - | * | * | * | 45% |
| Grade 4 Reading | 2018 | 72% | 82% | 84% | * | 89% | 92% | - | 100% | - | * | * | 74% | * |
| At Approaches Grade Level or Above | 2017 | 69% | 79% | 91% | * | 76% | 97% | - | 100% | - | * | * | 95% | * |
| At Meets Grade Level or Above | 2018 | 45% | 61% | 70% | * | 78% | 76% | - | 100% | - | * | * | 48% | * |
| | 2017 | 43% | 57% | 74% | * | 53% | 84% | - | 75% | - | * | * | 68% | * |
| At Masters Grade Level | 2018 | 23% | 39% | 45% | * | 56% | 44% | - | 89% | - | * | * | 30% | * |
| | 2017 | 23% | 36% | 47% | * | 35% | 55% | - | 50% | - | * | * | 32% | * |
| Grade 4 Mathematics | 2018 | 77% | 83% | 86% | * | 89% | 84% | - | 100% | - | * | * | 83% | * |
| At Approaches Grade Level or Above | 2017 | 74% | 79% | 93% | * | 94% | 94% | - | 92% | - | * | * | 91% | * |
| At Meets Grade Level or Above | 2018 | 48% | 59% | 68% | * | 78% | 72% | - | 89% | - | * | * | 48% | * |
| | 2017 | 46% | 56% | 66% | * | 65% | 68% | - | 75% | - | * | * | 59% | * |
| At Masters Grade Level | 2018 | 26% | 39% | 45% | * | 56% | 48% | - | 67% | - | * | * | 26% | * |
| | 2017 | 26% | 37% | 44% | * | 35% | 48% | - | 58% | - | * | * | 36% | * |
| Grade 4 Writing | 2018 | 62% | 74% | 82% | * | * | 92% | - | * | - | * | * | * | * |
| At Approaches Grade Level or Above | 2017 | 64% | 73% | 85% | * | * | 87% | - | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 38% | 55% | 64% | * | * | 75% | - | * | - | * | * | * | * |
| | 2017 | 33% | 48% | 54% | * | * | 65% | - | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 11% | 21% | 18% | * | * | 21% | - | * | - | * | * | * | * |
| | 2017 | 10% | 21% | 31% | * | * | 35% | - | * | - | * | * | * | * |

STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^

| | | | | | | | | | | | | | | |
|------------------------------------|------|-----|-----|-----|-----|------|------|---|------|---|-----|-----|-----|-----|
| Grade 5 Reading^^ | 2018 | 83% | 90% | 96% | * | 92% | 100% | - | 100% | - | * | * | 87% | * |
| At Approaches Grade Level or Above | 2017 | 81% | 89% | 96% | * | 100% | 97% | * | 100% | - | * | * | 94% | * |
| At Meets Grade Level or Above | 2018 | 53% | 68% | 78% | * | 69% | 81% | - | 100% | - | * | * | 74% | * |
| | 2017 | 47% | 64% | 66% | * | 83% | 62% | * | 77% | - | * | * | 71% | * |
| At Masters Grade Level | 2018 | 26% | 40% | 48% | * | 38% | 53% | - | 56% | - | * | * | 39% | * |
| | 2017 | 25% | 40% | 39% | * | 50% | 38% | * | 38% | - | * | * | 41% | * |
| Grade 5 Mathematics^^ | 2018 | 90% | 93% | 99% | * | 100% | 100% | - | 100% | - | * | * | 96% | * |
| At Approaches Grade Level or Above | 2017 | 86% | 92% | 99% | * | * | 100% | * | 100% | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 57% | 68% | 94% | * | 100% | 100% | - | 100% | - | * | * | 87% | * |
| | 2017 | 49% | 66% | 76% | * | * | 86% | * | 85% | - | * | * | * | * |
| At Masters Grade Level | 2018 | 30% | 43% | 55% | * | 62% | 56% | - | 67% | - | * | * | 43% | * |
| | 2017 | 24% | 44% | 34% | * | * | 34% | * | 54% | - | * | * | * | * |
| Grade 5 Science | 2018 | 75% | 81% | 87% | * | * | 92% | - | * | - | * | * | * | * |
| At Approaches Grade Level or Above | 2017 | 73% | 82% | 89% | * | * | 96% | * | * | - | * | * | * | * |
| At Meets Grade Level or Above | 2018 | 40% | 51% | 51% | * | * | 58% | - | * | - | * | * | * | * |
| | 2017 | 41% | 55% | 64% | * | * | 71% | * | * | - | * | * | * | * |
| At Masters Grade Level | 2018 | 16% | 25% | 10% | * | * | 14% | - | * | - | * | * | * | * |
| | 2017 | 17% | 28% | 30% | * | * | 36% | * | * | - | * | * | * | * |
| All Grades All Subjects | 2018 | 76% | 85% | 90% | 62% | 92% | 93% | * | 97% | - | 94% | 80% | 81% | 83% |
| At Approaches Grade Level or Above | 2017 | 74% | 84% | 91% | 74% | 87% | 94% | * | 97% | - | 91% | 82% | 88% | 89% |
| At Meets Grade Level or Above | 2018 | 47% | 64% | 69% | 29% | 66% | 75% | * | 83% | - | 82% | 51% | 52% | 61% |
| | 2017 | 44% | 62% | 67% | 32% | 61% | 72% | * | 77% | - | 74% | 43% | 59% | 59% |
| At Masters Grade Level | 2018 | 21% | 37% | 38% | 9% | 34% | 41% | * | 53% | - | 59% | 10% | 25% | 30% |
| | 2017 | 19% | 34% | 39% | 18% | 34% | 41% | * | 50% | - | 38% | 15% | 25% | 28% |
| All Grades ELA/Reading | 2018 | 73% | 85% | 89% | * | 94% | 93% | * | 94% | - | * | * | 81% | 81% |
| At Approaches Grade Level or Above | 2017 | 71% | 83% | 91% | * | 85% | 95% | * | 97% | - | 83% | 80% | 89% | 89% |
| At Meets Grade Level or Above | 2018 | 46% | 64% | 68% | * | 62% | 75% | * | 82% | - | * | * | 53% | 57% |
| | 2017 | 43% | 62% | 67% | * | 65% | 72% | * | 76% | - | 75% | 34% | 61% | 58% |
| At Masters Grade Level | 2018 | 19% | 34% | 44% | * | 35% | 47% | * | 65% | - | * | * | 32% | 33% |
| | 2017 | 18% | 33% | 42% | * | 43% | 44% | * | 53% | - | 50% | 14% | 34% | 37% |

| STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^ | | | | | | | | | | | |
|---|--|------|-----|-----|-----|---|-----|-----|-------|-----|-------------|
| All Grades Mathematics | | 2018 | 80% | 87% | 93% | * | 97% | 94% | * 97% | - * | 83% 88% 90% |
| At Approaches Grade Level or Above | | 2017 | 78% | 86% | 94% | * | 98% | 95% | * 97% | - * | 89% 90% 89% |
| At Meets Grade Level or Above | | 2018 | 48% | 63% | 77% | * | 82% | 82% | * 91% | - * | 55% 60% 76% |
| | | 2017 | 45% | 61% | 71% | * | 70% | 74% | * 84% | - * | 49% 59% 74% |
| At Masters Grade Level | | 2018 | 23% | 39% | 48% | * | 50% | 49% | * 62% | - * | 18% 29% 43% |
| | | 2017 | 21% | 38% | 41% | * | 35% | 42% | * 61% | - * | 20% 23% 32% |
| All Grades Writing | | 2018 | 65% | 77% | 82% | * | * | 92% | - * | - * | * * * |
| At Approaches Grade Level or Above | | 2017 | 66% | 76% | 85% | * | * | 87% | - * | - * | * * * |
| At Meets Grade Level or Above | | 2018 | 40% | 58% | 64% | * | * | 75% | - * | - * | * * * |
| | | 2017 | 36% | 51% | 54% | * | * | 65% | - * | - * | * * * |
| At Masters Grade Level | | 2018 | 12% | 25% | 18% | * | * | 21% | - * | - * | * * * |
| | | 2017 | 11% | 23% | 31% | * | * | 35% | - * | - * | * * * |
| All Grades Science | | 2018 | 79% | 86% | 87% | * | * | 92% | - * | - * | * * * |
| At Approaches Grade Level or Above | | 2017 | 78% | 86% | 89% | * | * | 96% | * * | - * | * * * |
| At Meets Grade Level or Above | | 2018 | 49% | 64% | 51% | * | * | 58% | - * | - * | * * * |
| | | 2017 | 48% | 64% | 64% | * | * | 71% | * * | - * | * * * |
| At Masters Grade Level | | 2018 | 22% | 37% | 10% | * | * | 14% | - * | - * | * * * |
| | | 2017 | 19% | 33% | 30% | * | * | 36% | * * | - * | * * * |

Student Learning 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 about 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 Learning Needs

Problem Statement 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% in 2019 to 67% by June 2021. The African American student group performance will increase from 18% in 2019 to 22% in 2021. The Hispanic student group performance will increase from 45% in 2019 to 50% in 2021.

Problem Statement 2: The percent of Harrington students that score Meets grade level or above on STAAR Writing 4 will increase from 55% in 2019 to 57% by June 2021. The Hispanic student group performance will increase from 36% in 2019 to 40% in 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 44% in 2021.

Problem Statement 3: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% in 2019 to 70% by June 2021. The Special Education student group performance will increase from 21% in 2019 to 24% in 2021. The African American student group performance will increase from 45% in 2019 to 49% in 2021.

Problem Statement 4: The percent of Harrington students that score Meets grade level or above on STAAR Math 3-5 will increase from 71% in 2019 to 72% by June 2021. The Special Education student group performance will increase from 45% in 2019 to 48% in 2021. The Economically Disadvantaged student group performance will increase from 53% in 2019 to 57% in 2021.

Problem Statement 5 (Prioritized): The percent of Harrington students that score Meets grade level or above on STAAR Science 5 will increase from 57% in 2019 to 59% by June 2021. The Special Education student group performance will increase from 25% in 2019 to 27% in 2021. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 37% in 2021.

School Processes & Programs

School Processes & Programs Summary

At Harrington all instruction and strategies are aligned. Teachers across the grade levels are using district curriculum to guide instruction. Students are respected and teachers use restorative circles to build relationships with the students. Zones of Regulation is also one of the programs teachers use to help students when needed.. Morning circles Collaborative teams use data to analyze data and help them drive the planning processes. Planning and instruction help guide student success.

SMART goals are used by each teacher. TTESS goals are aligned and are focused on the whole child and meeting the needs of all students. Interventions are used to help students succeed. RTI/CMIT are used to put in the interventions whether behavior or academic to help monitor student success.

Watch DOGS (Dads of Great Student); assemblies, grade buddies, field day, Virtual 5th grade camp and Choir are all part of the Harrington way.

School Processes & Programs Strengths

- * Alignment/Peer Collaboration
- * Zones of Regulation/ behavior
- * Mentoring Program
- * New teacher support (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 be reinforcing the standards set by the state. Teachers use SEESAW to communicate with parents on a daily basis. Also daily announcements are boardcast for the students and staff.

Tier one, Two and Three are used for behavior and academic.

Perceptions

Perceptions Summary

Harrington works extremely hard to create a friendly family environment. We strive to provide a warm climate that is conducive to learning. To strengthen the home/school connection, we communicate in many different ways- Principal communication, Twitter, Facebook PTA website, Seesaw site, and school call out system. We try to ensure consistency and ease by sending home the Thursday electronic folders campus-wide.

Perceptions Strengths

The teachers and staff work effectively with each other creating an environment 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: The percent of Harrington students that score Meets grade level or above on STAAR Reading 3-5 will increase from 66% in 2019 to 68% by June 2021. The African American student group performance will increase from 46% in 2019 to 50% in 2021. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 50% in 2021.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percent of Harrington students that score Meets grade level or above on STAAR Science 5 will increase from 57% in 2019 to 59% by June 2021. The Special Education student group performance will increase from 25% in 2019 to 27% in 2021. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 37% in 2021.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 1, 2020




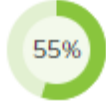


Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.






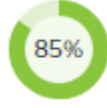




Performance Objective 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% in 2019 to 67% by June 2021. The African American student group performance will increase from 18% in 2019 to 22% in 2021. The Hispanic student group performance will increase from 45% in 2019 to 50% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Formative and Informal assessment - Using pre and post assessments Strategy's Expected Result/Impact: Using the assessment from CFA's to determine which students need reteach.* Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom and Specialist Teachers Administration | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Planning using the 4 PLC Questions. Strategy's Expected Result/Impact: Using the 4 PLC's questions when planning to guide the planning process. Using the Reading Academy strategies to help with instruction. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom /Specialist Teachers Administrations | Formative | | |
| | Nov | Feb | June |
| |  |  |  |











| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 3: Guided reading (small group instruction) Strategy's Expected Result/Impact: Using Jennifer Serravallo's reading Strategies across all content areas. Using Reading Academy strategies to help with guided reading/Small group instruction. Maximized learning through intentional teaching, looking at student data and reevaluating. Staff Responsible for Monitoring: Classroom/Specialist Teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) by integrating a variety of literature across all subjects. Strategy's Expected Result/Impact: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) Use Jennifer Serravallo's reading strategies across all content areas. Integrate a variety of literature across all subjects. Reading Academy Staff Responsible for Monitoring: Classroom/ Specialist Teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  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 and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Harrington students that score Meets grade level or above on STAAR Reading 3-5 will increase from 66% in 2019 to 68% by June 2021. The African American student group performance will increase from 46% in 2019 to 50% in 2021. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 50% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|---|--|--|--|
| Strategy 1: Differentiate groups for guided reading Strategy's Expected Result/Impact: Have students brainstorm visuals or motions to represent key words in text. Guided discussing with Comprehension questions Intentionally use vocabulary and discuss definitions.* Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom / Specialist Teachers Administration | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use four PLC questions when planning and using the PLC questions to guide planning. Strategy's Expected Result/Impact: Teachers will use the 4 PLC questions to help guide students in the learning process. CFA's what students need to learn * Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom/ Specialist teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  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 and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Harrington students that score Meets grade level or above on STAAR Writing 4 will increase from 55% in 2019 to 57% by June 2021. The Hispanic student group performance will increase from 36% in 2019 to 40% in 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 44% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| Strategy 1: Work on writing editing and revising Strategy's Expected Result/Impact: Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom / Specialist Teachers Administration | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Writing expectations and non-negotiables in all grades; accountability for writing on all assignments in all subjects; teacher modeled writing lessons Strategy's Expected Result/Impact: Implement Lucy Calkins Writing Workshop to support the students with explicit writing instruction. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom/ Specialist Teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  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 2019 to 2021.








Performance Objective 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Math will increase from 69% in 2019 to 70% by June 2021. The Special Education student group performance will increase from 21% in 2019 to 24% in 2021. The African American student group performance will increase from 45% in 2019 to 49% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---|--|--|--|
| Strategy 1: Use Common Formative Assessments to drive and support instructional practices. Strategy's Expected Result/Impact: Use CFA's to guide and help on reteach and support instruction in the classroom . Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom/Specialist Teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Number talks in all classes; increased number sense activities to provide students with opportunities to continue to build fluency with numbers. Strategy's Expected Result/Impact: Use small group math instruction by using number talks and build fluency with numbers Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom / Specialist teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |











| Strategy 3 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 3: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) Strategy's Expected Result/Impact: Teachers will use the RULE strategy to guide instruction in all content areas. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Classroom /Specialist teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  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 2019 to 2021.

Performance Objective 2: The percent of Harrington students that score Meets grade level or above on STAAR Math 3-5 will increase from 71% in 2019 to 72% by June 2021. The Special Education student group performance will increase from 45% in 2019 to 48% in 2021. The Economically Disadvantaged student group performance will increase from 53% in 2019 to 57% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective







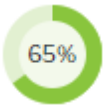
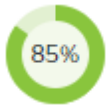
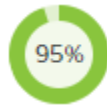




| Strategy 1 Details | Formative Reviews | | |
|---|--|--|--|
| Strategy 1: Number talks in all classes; increased number sense activities Strategy's Expected Result/Impact: Spiral review of readiness standards before test. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Teachers / Specialist Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide enrichment activities and extend the learning for students who are proficient. Strategy's Expected Result/Impact: Students will use different enrichment activities to help with the learning several times a week to maximize learning through intentional teaching. Collaborate with staff including specialist to develop effective strategies for all students. Staff Responsible for Monitoring: Classroom / Specialist teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  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 2019 to 2021.

Performance Objective 1: The percent of Harrington students that score Meets grade level or above on STAAR Science 5 will increase from 57% in 2019 to 59% by June 2021. The Special Education student group performance will increase from 25% in 2019 to 27% in 2021. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 37% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--|---|---|---|
| Strategy 1: Science Talks K-5th Strategy's Expected Result/Impact: Teachers will engage in science talks during the lesson to help enrich and extend the learning. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. Staff Responsible for Monitoring: Teachers/Specialist Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use a common closed reading strategy to increase understanding across all content areas and Science application questions Strategy's Expected Result/Impact: Teachers will see students grow in their understand of content. Staff Responsible for Monitoring: Classroom Specialist teachers Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will use science notebook to help through setting up, creating a notebook to help reinforce skills. and help with new science terms and vocabulary. Strategy's Expected Result/Impact: Teachers will use AVID notes to help with the reinforcement of skills. Collaborate with district personnel to develop effective strategies for all students. Staff Responsible for Monitoring: Teachers/specialist Administrators | Formative | | |
| | Nov | Feb | June |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

2020-21 SBIC

| Committee Role | Name | Position |
|-----------------------------|-----------------|--|
| Administrator | Jacye Jamar | Administrator |
| Administrator | Corinne Dias | Administrator |
| Non-classroom Professional | Joan Patrick | Non-classroom Professional (support staff) |
| Parent | Julia wilburn | PTA President |
| Classroom Teacher | Michelle Lu | Classroom teacher |
| Classroom Teacher | Linda Culbreth | Classroom teacher |
| Classroom Teacher | Sharmeen Rahman | Classroom teacher |
| Non-classroom Professional | Robyn Regan | Non-classroom professional |
| Classroom Teacher | Sydni Sonnier | Classroom teacher |
| Administrator | Shanna Kellogg | Counselor |
| Parent | Annie Furr | Parent |
| Classroom Teacher | Deborah Delaney | Classroom Teacher |
| Classroom Teacher | Makenzie Marsh | Classroom Teacher |
| District-level Professional | Mary Swinton | District Professional |
| Parent | Danica Whitlock | Parent |
| Parent | Emily Robinson | Parent |
| Parent | Emily Stubbe | Parent |
| Community Representative | Medea Peabody | Community Representative |
| Business Representative | Michelle Oehler | Business Representative |
| Parent | Shayla Holub | Parent |
| Business Representative | Blake Thompson | Business Representative |
| Community Representative | Barbara Sherman | Community Representative |

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2019 | 46 | 61 | 68 | | 81 | | 86 | 48 | 45 | 50 | 62 | 70 | 55 | 66 |
| 2020 | 48 | 63 | 68 | | 81 | | 87 | 49 | 47 | 51 | 64 | 70 | 56 | 67 |
| 2021 | 50 | 66 | 69 | | 82 | | 89 | 51 | 50 | 53 | 66 | 71 | 58 | 68 |
| 2022 | 53 | 69 | 70 | | 83 | | 90 | 53 | 54 | 55 | 68 | 72 | 60 | 70 |
| 2023 | 57 | 74 | 71 | | 84 | | 93 | 55 | 59 | 58 | 72 | 73 | 63 | 72 |
| 2024 | 62 | 79 | 72 | | 85 | | 96 | 58 | 65 | 62 | 76 | 74 | 67 | 74 |

Mathematics

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2019 | 57 | 79 | 68 | | 83 | | 86 | 45 | 53 | 50 | 74 | 77 | 55 | 71 |
| 2020 | 59 | 81 | 68 | | 83 | | 87 | 46 | 55 | 51 | 75 | 77 | 56 | 72 |
| 2021 | 61 | 83 | 69 | | 84 | | 88 | 48 | 57 | 52 | 76 | 78 | 57 | 72 |
| 2022 | 64 | 86 | 69 | | 84 | | 89 | 50 | 60 | 54 | 78 | 78 | 59 | 73 |
| 2023 | 68 | 90 | 70 | | 85 | | 90 | 52 | 64 | 56 | 80 | 79 | 61 | 75 |
| 2024 | 73 | 95 | 71 | | 86 | | 92 | 55 | 69 | 59 | 83 | 80 | 64 | 76 |

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Harrington

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2019 # of Students | 11 | 11 | 42 | | 14 | | 5 | 14 | 25 | | 17 | 62 | 21 | 83 |
| 2019 | 18 | 45 | 71 | | 86 | | 100 | 57 | 48 | | 47 | 69 | 52 | 65 |
| 2020 | 20 | 47 | 71 | | 86 | | 100 | 58 | 50 | | 49 | 69 | 53 | 66 |
| 2021 | 22 | 50 | 72 | | 87 | | 100 | 60 | 53 | | 51 | 70 | 55 | 67 |
| 2022 | 25 | 53 | 73 | | 88 | | 100 | 62 | 57 | | 53 | 71 | 57 | 69 |
| 2023 | 29 | 58 | 74 | | 89 | | 100 | 64 | 62 | | 57 | 72 | 60 | 71 |
| 2024 | 34 | 63 | 75 | | 90 | | 100 | 67 | 68 | | 61 | 73 | 64 | 73 |

District Goals for Grade 3 STAAR

| | | | | | | | | | | | | | | |
|---------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| District 2019 Baseline | 44 | 40 | 70 | 43 | 77 | - | 57 | 37 | 37 | 53 | 48 | 63 | 53 | 60 |
| District 2024 Goal | 60 | 58 | 74 | 60 | 81 | 68 | 67 | 47 | 57 | 65 | 62 | 67 | 65 | 68 |
| District Increase 2019 to 2021 | 4 | 4 | 1 | 4 | 1 | 2 | 3 | 3 | 5 | 3 | 4 | 1 | 3 | 2 |
| District Increase 2019 to 2024 | 16 | 18 | 4 | 17 | 4 | 8 | 10 | 10 | 20 | 12 | 14 | 4 | 12 | 8 |

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Harrington

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 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 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

| Year | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More | Special Ed. | Eco Disadv. | Former Spec. Ed. | EL Current | Cont. Enrolled | Non-Cont. | All |
|---------------------------|------------------|----------|-------|-----------------|-------|------------------|-------------|-------------|-------------|------------------|------------|----------------|-----------|-----|
| 2019 # of Students | 11 | 11 | 42 | | 14 | | 5 | 14 | 25 | | 17 | 62 | 21 | 83 |
| 2019 | 45 | 64 | 67 | | 86 | | 100 | 21 | 56 | | 82 | 76 | 48 | 69 |
| 2020 | 47 | 66 | 67 | | 86 | | 100 | 22 | 58 | | 83 | 76 | 49 | 70 |
| 2021 | 49 | 68 | 68 | | 87 | | 100 | 24 | 60 | | 84 | 77 | 50 | 70 |
| 2022 | 52 | 71 | 68 | | 87 | | 100 | 26 | 63 | | 86 | 77 | 52 | 71 |
| 2023 | 56 | 75 | 69 | | 88 | | 100 | 28 | 67 | | 88 | 78 | 54 | 73 |
| 2024 | 61 | 80 | 70 | | 89 | | 100 | 31 | 72 | | 91 | 79 | 57 | 74 |

District Goals for Grade 3 STAAR

| | | | | | | | | | | | | | | |
|---------------------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| District 2019 Baseline | 43 | 44 | 72 | 71 | 85 | - | 63 | 40 | 43 | 57 | 58 | 67 | 57 | 65 |
| District 2024 Goal | 59 | 60 | 75 | 74 | 88 | 70 | 69 | 50 | 59 | 66 | 67 | 70 | 66 | 70 |
| District Increase 2019 to 2021 | 4 | 4 | 1 | 1 | 1 | 2 | 2 | 3 | 4 | 2 | 2 | 1 | 2 | 2 |
| District Increase 2019 to 2024 | 16 | 16 | 3 | 3 | 3 | 5 | 6 | 10 | 16 | 9 | 9 | 3 | 9 | 5 |

Harrington - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 55% in 2019 to 57% by June 2021.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------------|------|------|------|------|
| 56% 2019 Baseline: 55% | 57% | 59% | 61% | 63% |

Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled | All |
|---------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|----|----------------|--------------------|-----|
| 2019 Baseline | 43 | 36 | 64 | * | 67 | * | * | 44 | 39 | * | 59 | 58 | 48 | 55 |
| 2020 | 44 | 38 | 64 | * | 67 | * | * | 45 | 41 | * | 60 | 58 | 49 | 56 |
| 2021 | 47 | 40 | 65 | * | 68 | * | * | 46 | 44 | * | 62 | 59 | 51 | 57 |
| 2022 | 50 | 44 | 65 | * | 68 | * | * | 48 | 48 | * | 65 | 59 | 53 | 59 |
| 2023 | 54 | 48 | 66 | * | 69 | * | * | 51 | 53 | * | 68 | 60 | 56 | 61 |
| 2024 | 59 | 54 | 68 | * | 71 | * | * | 54 | 59 | * | 73 | 62 | 59 | 63 |
| 2019-2021 | 4 | 4 | 1 | * | 1 | * | * | 2 | 5 | * | 3 | 1 | 3 | 2 |

| | | | | | | | | | | | | | | |
|---------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2019 Baseline | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2020 | 1 | 2 | 0 | 1 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 0 | 1 | 1 |
| 2021 | 4 | 4 | 1 | 4 | 1 | 2 | 2 | 2 | 5 | 3 | 3 | 1 | 3 | 2 |
| 2022 | 7 | 8 | 1 | 7 | 1 | 4 | 4 | 4 | 9 | 5 | 6 | 1 | 5 | 4 |
| 2023 | 11 | 12 | 2 | 11 | 2 | 6 | 6 | 7 | 14 | 8 | 9 | 2 | 8 | 6 |
| 2024 | 16 | 18 | 4 | 16 | 4 | 8 | 9 | 10 | 20 | 11 | 14 | 4 | 11 | 8 |

Harrington - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 57% in 2019 to 59% by June 2021.

Yearly Target Goals

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------------|------|------|------|------|
| 58% 2019 Baseline: 57% | 59% | 60% | 61% | 62% |

Closing the Gaps Student Groups Yearly Targets

| | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled | All |
|---------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|--------------|---------------------|-----|----------------|--------------------|-----|
| 2019 Baseline | 40 | 46 | 55 | * | 100 | * | * | 25 | 33 | * | 46 | 63 | 38 | 57 |
| 2020 | 41 | 47 | 55 | * | 100 | * | * | 26 | 34 | * | 47 | 63 | 39 | 58 |
| 2021 | 44 | 50 | 55 | * | 100 | * | * | 27 | 37 | * | 48 | 63 | 40 | 59 |
| 2022 | 47 | 52 | 56 | * | 101 | * | * | 29 | 40 | * | 49 | 64 | 42 | 60 |
| 2023 | 51 | 56 | 56 | * | 101 | * | * | 32 | 44 | * | 51 | 64 | 44 | 61 |
| 2024 | 56 | 61 | 57 | * | 102 | * | * | 35 | 49 | * | 54 | 65 | 47 | 62 |
| 2019-2021 | 4 | 4 | 0 | * | 0 | * | * | 2 | 4 | * | 2 | 0 | 2 | 2 |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| 2019 Baseline | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| 2020 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 2021 | 4 | 4 | 0 | 0 | 0 | 2 | 1 | 2 | 4 | 2 | 2 | 0 | 2 | 2 |
| 2022 | 7 | 6 | 1 | 1 | 1 | 3 | 2 | 4 | 7 | 4 | 3 | 1 | 4 | 3 |
| 2023 | 11 | 10 | 1 | 1 | 1 | 4 | 4 | 7 | 11 | 6 | 5 | 1 | 6 | 4 |
| 2024 | 16 | 15 | 2 | 2 | 2 | 5 | 6 | 10 | 16 | 9 | 8 | 2 | 9 | 5 |

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

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| | <ul style="list-style-type: none"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students | | |
| Principal | <p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time | TEC 11.253(d) Board Policy FFA(Local) | The school will follow Board Policies: FFA and EHAA. |

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| | <p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. | | |
| Principal | <p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local | ESSA | |
| Principal | <p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and | | |

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| | <p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none">● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA | | |
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