

Plano Independent School District

Haun Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 20, 2020

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- *Haun Elementary is an extremely diverse campus, with a wide array languages spoken.
- *Parents, community, and teachers are highly collaborative and engaged with one another.
- *PTA and the campus closely collaborate, hosting a variety of inclusive events.

Problem Statements Identifying Demographics Needs

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

Student 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.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

- *Extended Planning Time for classroom teachers
- *Special Education, Dyslexia, ELL, and G/T support programs
- *Staff surveys are an effective means of gauging climate, professional development needs, etc.
- *National PTA School of Excellence

Problem Statements Identifying School Processes & Programs Needs

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: School Processes & Programs

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

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

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: September 29, 2020





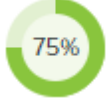

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.









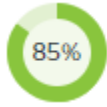




Performance Objective 1: HB3 - The percent of Haun 3rd grade students that score meets grade level or above on STAAR Reading will increase from 69% in 2019 to 71% by June 2021. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 36% in 2021. The Special Education student group performance will increase from 39% in 2019 to 42% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by administration in the planning process, with an emphasis on Plano ISD's Instructional Framework, particularly the four questions that drive collaborative teams.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use student assessment data, work samples, and teacher input to better understand every student's area of growth, and which areas may require additional instructional support.</p> <p>Strategy's Expected Result/Impact: More informed instructional decisions, resulting in increased student achievement in all content areas. Student work samples, formative assessment examples, and student data will be utilized to monitor progress.</p> <p>Staff Responsible for Monitoring: Team Leaders</p> <p>Problem Statements: Student Learning 1</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Establish and monitor campus expectations to develop and utilize common formative assessments in order to analyze student needs.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for all students as a result of differentiated instruction, specifically for those in need of intervention/enrichment.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative		
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Strategy 4 Details	Formative Reviews		
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<p>Strategy 5: Utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine interventions for students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of implementation of research based instructional strategies.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
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Performance Objective 1 Problem Statements:




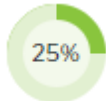
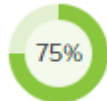
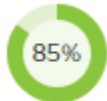



Student Learning
<p>Problem Statement 1: There is a need for stronger, more consistent school wide instructional practices Root Cause: Lack of vertical knowledge related to all content area TEKS, a need for deeper understanding of local/state assessment, and support needed for implementation of formative assessment and differentiation including but not limited to our economically disadvantaged students, SPED and those served by ESL.</p>
School Processes & Programs
<p>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: There is a need for deeper understanding of the PLC process, planning protocols, and level 1 and 2 of High Reliability Schools</p>











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 Haun students that score Meets grade level or above on STAAR Reading 3-5 will increase from 73% in 2019 to 75% by June 2021. The Special Education student group performance will increase from 40% in 2019 to 43% 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: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by administration in the planning process, with an emphasis on Plano ISD's Instructional Framework, particularly the four questions that drive collaborative teams.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
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<p>Strategy 2: Use student assessment data, work samples, and teacher input to better understand every student's area of growth, and which areas may require additional instructional support.</p> <p>Strategy's Expected Result/Impact: More informed instructional decisions, resulting in increased student achievement in all content areas. Student work samples, formative assessment examples, and student data will be utilized to monitor progress.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative		
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<p>Strategy 5: Utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine interventions for students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of implementation of research based instructional strategies.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:




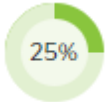
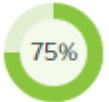

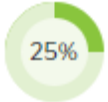


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School Processes & Programs
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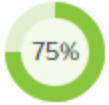







Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Haun students that score Meets grade level or above on STAAR Writing 4 will increase from 54% in 2019 to 56% by June 2021. The Hispanic student group performance will increase from 18% in 2019 to 22% in 2021. The Special Education student group performance will increase from 22% in 2019 to 24% in 2021.

Evaluation Data Sources: 2020-21 Writing STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by administration in the planning process, with an emphasis on Plano ISD's Instructional Framework, particularly the four questions that drive collaborative teams.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
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<p>Strategy 3: Establish and monitor campus expectations to develop and utilize common formative assessments in order to analyze student needs.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for all students as a result of differentiated instruction, specifically for those in need of intervention/enrichment.</p> <p>Staff Responsible for Monitoring: Team Leaders</p> <p>Problem Statements: Student Learning 1</p>	Formative		
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Strategy 4 Details	Formative Reviews		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need for stronger, more consistent school wide instructional practices Root Cause: Lack of vertical knowledge related to all content area TEKS, a need for deeper understanding of local/state assessment, and support needed for implementation of formative assessment and differentiation including but not limited to our economically disadvantaged students, SPED and those served by ESL.</p>
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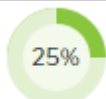
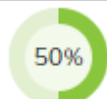
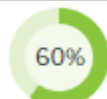
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.











Performance Objective 1: HB3 - The percent of Haun 3rd grade students that score meets grade level or above on STAAR Math will increase from 75% in 2019 to 76% by June 2021. The African American student group performance will increase from 30% in 2019 to 34% in 2021. The Economically Disadvantaged student group performance will increase from 38% in 2019 to 42% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

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<p>Strategy 1: Increased participation by administration in the planning process, with an emphasis on Plano ISD's Instructional Framework, particularly the four questions that drive collaborative teams.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
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Performance Objective 1 Problem Statements:










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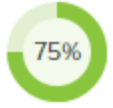







Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Haun students that score Meets grade level or above on STAAR Math 3-5 will increase from 77% in 2019 to 78% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 41% in 2021. The Economically Disadvantaged student group performance will increase from 41% in 2019 to 45% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

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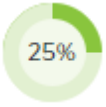
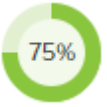
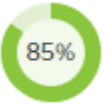
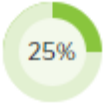


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<p>Problem Statement 1: The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams That Transform PLC processes, as well as Level 1 and 2 of High Reliability Schools. Root Cause: There is a need for deeper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











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 Haun students that score Meets grade level or above on STAAR Science 5 will increase from 59% in 2019 to 61% by June 2021. The Special Education student group performance will increase from 33% in 2019 to 35% in 2021. The Hispanic student group performance will increase from 35% in 2019 to 39% in 2021.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increased participation by administration in the planning process, with an emphasis on Plano ISD's Instructional Framework, particularly the four questions that drive collaborative teams.</p> <p>Strategy's Expected Result/Impact: As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the 'four key questions'. This will allow them to plan more effectively, thus ensuring high-quality instruction in all classrooms. During collaborative grade level plannings, teams will document intervention and enrichment strategies that address these questions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use student assessment data, work samples, and teacher input to better understand every student's area of growth, and which areas may require additional instructional support.</p> <p>Strategy's Expected Result/Impact: More informed instructional decisions, resulting in increased student achievement in all content areas. Student work samples, formative assessment examples, and student data will be utilized to monitor progress.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Establish and monitor campus expectations to develop and utilize common formative assessments in order to analyze student needs.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for all students as a result of differentiated instruction, specifically for those in need of intervention/enrichment.</p> <p>Staff Responsible for Monitoring: Team Leaders</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Establish and monitor campus expectations for collaborative teams to analyze and evaluate grade level student work in order to accelerate/advance academics to meet student needs.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement for all students as a result of teacher reflection of student work. Teachers will develop appropriate instructional strategies as a result of this. These instructional strategies will be documented in collaborative team meeting notes.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine interventions for students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement as a result of implementation of research based instructional strategies.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need for stronger, more consistent school wide instructional practices Root Cause: Lack of vertical knowledge related to all content area TEKS, a need for deeper understanding of local/state assessment, and support needed for implementation of formative assessment and differentiation including but not limited to our economically disadvantaged students, SPED and those served by ESL.</p>
School Processes & Programs
<p>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: There is a need for deeper understanding of the PLC process, planning protocols, and level 1 and 2 of High Reliability Schools</p>

2020-21 SBIC

Committee Role	Name	Position
Administrator	Jayne Smith	Principal
Administrator	Tyronne Karl	Assistant Principal
Classroom Teacher	Michael Talamantez	Classroom Teacher
Classroom Teacher	Lacey Hoffman	Classroom Teacher
Classroom Teacher	Maggie James	Classroom Teacher
Classroom Teacher	Tara Kneafsey	Classroom Teacher
Classroom Teacher	Tami Frank	Classroom Teacher
Non-classroom Professional	Bonney Burnett	Counselor
Non-classroom Professional	Sarah Daigrepoint	Librarian
Parent	Jana Stern	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
Business Representative	David Huffman	Parent/Business Rep
Community Representative	Amy Nelson	District/Community Rep
District-level Professional	Liz Tycom	District/Community Rep

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Haun

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	48	55	73		84		50	40	45	87	64	74	69	73
2020	50	57	73		84		51	41	47	88	66	74	70	74
2021	52	60	74		85		53	43	50	90	68	75	72	75
2022	55	63	75		86		54	45	54	92	70	76	74	77
2023	59	68	76		87		57	47	59	95	74	77	77	79
2024	64	73	77		88		60	50	65	98	78	78	81	81

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	41	55	75		94		57	38	48	87	83	78	74	77
2020	43	57	75		94		58	39	50	88	84	78	75	78
2021	45	59	76		95		59	41	52	89	85	79	76	78
2022	48	62	76		95		60	43	55	91	87	79	78	79
2023	52	66	77		96		61	45	59	93	89	80	80	81
2024	57	71	78		97		63	48	64	96	92	81	83	82

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

Haun

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	10	10	33		47		5	18	16		26	74	31	105
2019	50	80	61		77		60	39	31		58	74	55	69
2020	52	82	61		77		61	40	33		60	74	56	70
2021	54	85	62		78		63	42	36		62	75	58	71
2022	57	88	63		79		64	44	40		64	76	60	73
2023	61	93	64		80		67	46	45		68	77	63	75
2024	66	98	65		81		70	49	51		72	78	67	77

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

Haun

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	10	10	33		47		5	18	16		26	74	31	105
2019	30	40	73		94		80	39	38		85	77	71	75
2020	32	42	73		94		81	40	40		86	77	72	76
2021	34	44	74		95		82	42	42		87	78	73	76
2022	37	47	74		95		83	44	45		89	78	75	77
2023	41	51	75		96		84	46	49		91	79	77	79
2024	46	56	76		97		86	49	54		94	80	80	80

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

Haun - 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 54% in 2019 to 56% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
55% 2019 Baseline: 54%	56%	58%	60%	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	29	18	50	*	78	*	17	22	27	80	56	52	57	54
2020	30	20	50	*	78	*	18	23	29	81	57	52	58	55
2021	33	22	51	*	79	*	19	24	32	83	59	53	60	56
2022	36	26	51	*	79	*	21	26	36	85	62	53	62	58
2023	40	30	52	*	80	*	23	29	41	88	65	54	65	60
2024	45	36	54	*	82	*	26	32	47	91	70	56	68	62
2019-2021	4	4	1	*	1	*	2	2	5	3	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

Haun - 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 59% in 2019 to 61% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
60% 2019 Baseline: 59%	61%	62%	63%	64%

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	35	46	*	80	*	*	33	41	50	68	59	59	59
2020	41	36	46	*	80	*	*	34	42	51	69	59	60	60
2021	44	39	46	*	80	*	*	35	45	52	70	59	61	61
2022	47	41	47	*	81	*	*	37	48	54	71	60	63	62
2023	51	45	47	*	81	*	*	40	52	56	73	60	65	63
2024	56	50	48	*	82	*	*	43	57	59	76	61	68	64
2019-2021	4	4	0	*	0	*	*	2	4	2	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.

	<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.

	<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 		

	<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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