

# Plano Independent School District

## Haun Elementary

2021-2022



**Board Approval Date:** November 3, 2021

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

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

### Demographics Strengths

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

- Historical trends in high attendance rates (96.4 - 97%) and higher than district average
- Student diversity
- Students may speak more than one language
- Collaboration among staff
- Involved PTA
- High performing campus: \*Above district average in all grades/content in Approaches/Meets/Masters on STAAR; \*6 Distinctions on STAAR; \*Overall on STAAR, ELs continue to improve performance
- Growing trends in percent of students enrolled in the bilingual/ESL program (12% to 17.3%)
- Increase in GT population (16.7% to 18.1%)

### ETHNICITY

	Asian	Afr. Am.	Am. In.	Hispanic	2 or More	White
Percent	37%	10%	0%	11%	7%	35%
Students						

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 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.

While the Texas Education Agency did not rate schools in 2020 due to the Covid-19 pandemic, Haun did receive an overall grade of A rating on the 2019 School Report Card.

## Student Learning Strengths

Based on 2020-2021 STAAR scores:

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

Growth was shown in subpopulations on STAAR (Meets) from 2019 to 2021 in the following areas:

- 3rd Grade Reading - ELLs increase by 4%
- 4th Grade Reading - African American increase by 11%
- 4th Grade Math - African American increase by 11%
- 5th Grade Math - Hispanic increase by 3%
- 5th Grade Science - White increase by 15%; Hispanic increase by 9%

## 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

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

- Special Education, Dyslexia, ELL, and G/T support programs
- New teacher mentoring program to include processes for Year 1 teachers and tailored processes for Year 2 teachers
- Professional Learning Communities processes to include: PISD Collaborative Team Framework & Collaborative Team Planning once a week
- Mutli-Tiered Support Systems (MTSS) and Student Support Teams (SST) meet regularly to review data and create individualized learning and support plans based on needs of students
- Ongoing data analysis by campus administrators, team leaders, and MTSS team members
- Data analysis meetings with grade level teachers after each district/state assessment to develop new instructional plans to help meet the needs of all students
- Campus and district professional learning sessions throughout the year to focus on high-yield instructional strategies
- Instructional coaching model to support classroom teachers in their professional growth
- Social emotional learning (SEL) focus to include daily community circles with specific guiding questions to meet the needs of each unique classroom/students
- Dedicated counselor to providing guidance lessons, SEL support to small groups of students and individual students
- Extended Planning Time for classroom teachers (once per semester)
- Staff surveys are an effective means of gauging climate, professional development needs, etc.
- School safety and security procedures are clear and consistent.
- National PTA School of Excellence

## School Processes & Programs Strengths

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

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

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

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

This year, Haun has implemented weekly PLC (Collaborative Team Planning Meetings) where administrators attend every meeting to provide structure and support. Grade level teams are given the autonomy to select which PLC question(s) will be their focus. Pre-arranged dates have been scheduled throughout the year to meet with the district assessment department to review unit assessments, MAP and running records data. In addition, the Haun leadership team, along with grade level teachers and professional staff have developed a master calendar of meeting dates, which include a schedule to review data to inform instruction. These meetings are scheduled a minimum of 8 times a year.

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



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

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (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:** Haun has a large number of new teachers that are both new to teaching and/or new to Plano ISD. There is a need for deeper understanding of the PLC process, as well as planning protocols, and High Reliability Schools (HRS) Levels 1 and 2 in order for collaborative teams to function at optimal levels.

# Perceptions

## Perceptions Summary

The Haun Elementary mission statement 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.

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

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

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

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

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

## Perceptions Strengths

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

- SEL: weekly lessons provided, resource/support team, daily community circles, SEL "I can" statements
- Collaborative Team Planning: weekly, norms, agenda, data driven, student-centered, progress monitoring all student groups
- MTSS/SST Team: ongoing meetings, student-centered, solution-oriented, progress monitoring, timeline for updates on progress
- Schoolwide alignment to instructional practices K-5
- Communication methods between home and school and PTA
- Data Team: meets regularly to review campus-wide data and shares with staff to offer feedback on progress
- Safety and security procedures are well-known and consistent
- Staff and parents enjoy school-wide events

## **Problem Statements Identifying Perceptions Needs**

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

# Priority Problem Statements

**Problem Statement 3:** At the campus level, there is a need for additional training related to the needs of the low socio-economic population.

**Root Cause 3:** 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.

**Problem Statement 3 Areas:** Demographics

**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

**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:** Haun has a large number of new teachers that are both new to teaching and/or new to Plano ISD. There is a need for deeper understanding of the PLC process, as well as planning protocols, and High Reliability Schools (HRS) Levels 1 and 2 in order for collaborative teams to function at optimal levels.

**Problem Statement 1 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals







**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022











**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 73% by June 2022. The Economically Disadvantaged student group performance will increase from 31% in 2019 to 40% in 2022. The Special Education student group performance will increase from 39% in 2019 to 44% in 2022.

## HB3 Goal

**Evaluation Data Sources:** 2021-2022 Reading STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increased participation by administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Leadership Team</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teams will analyze, evaluate grade level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR. and IRI's.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Data Team, Leadership Team, Classroom Teachers</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Follow-up coaching, to include modeling/observations/feedback will occur in grades K-2 to ensure fidelity in implementation of guided reading and other balance literacy components learned from the Reading Academy. In grades 3-5, coaching will occur to offer feedback to teachers on best practices and small group instruction in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in IRI, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in reading with SPED and Economically Disadvantaged subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth as measured by IRI, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Team Leaders, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			












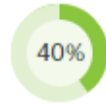

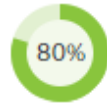




**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022

**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 77% by June 2022. The Special Education student group performance will increase from 40% in 2019 to 45% in 2022. The Economically Disadvantaged student group performance will increase from 45% in 2019 to 54% in 2022.

**Evaluation Data Sources:** 2021-2022 Reading STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increased participation by administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teams will analyze, evaluate grade level student work, and track reading growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR and IRI's.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Data Team, Leadership Team, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Follow-up coaching, to include modeling/observations/feedback will occur in grades K-2 to ensure fidelity in implementation of guided reading and other balance literacy components learned from the Reading Academy. In grades 3-5, coaching will occur to offer feedback to teachers on best practices and small group instruction in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in IRI, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in reading with SPED and Economically Disadvantaged subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth as measured by IRI, MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Team Leaders, Classroom Teachers</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			







**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 2022.











**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 77% by June 2022. The African American student group performance will increase from 30% in 2019 to 37% in 2022. The Economically Disadvantaged student group performance will increase from 38% in 2019 to 45% in 2022.

**HB3 Goal**

**Evaluation Data Sources:** 2021-2022 Math STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increased participation by administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teams will analyze, evaluate grade level student work, and track Math growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR. and .</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Data Team, Leadership Team, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			










Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Follow-up coaching, to include modeling/observations/feedback will occur in grades K-5 to ensure fidelity in implementation of best practices, including small group instruction in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers in grades 2, 3, and 4 will implement a new math enrichment program as measured by campus walkthroughs.</p> <p>Students will show growth as measured by MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Classroom Teachers</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in math with African American and Economically Disadvantaged subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth as measured by MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Team Leaders, Classroom Teachers</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			








**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 2022.

**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 79% by June 2022. The Special Education student group performance will increase from 38% in 2019 to 43% in 2022. The African American student group performance will increase from 41% in 2019 to 48% in 2022.

**Evaluation Data Sources:** 2021-2022 Math STAAR

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increased participation by administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Leadership Team</p>	<b>Formative</b>		
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Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teams will analyze, evaluate grade level student work, and track math growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP/STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Data Team, Leadership Team, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Follow-up coaching, to include modeling/observations/feedback will occur in grades K-5 to ensure fidelity in implementation of best practices, including small group instruction in math.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers in grades 2, 3, and 4 will implement a new math enrichment program as measured by campus walkthroughs.</p> <p>Students will show growth as measured by MAP and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			














Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in math with African American and Economically Disadvantaged subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth as measured by MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Team Leaders, Classroom Teachers</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 2022.

**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 62% by June 2022. The Special Education student group performance will increase from 33% in 2019 to 37% in 2022. The Hispanic student group performance will increase from 35% in 2019 to 41% in 2022.

**Evaluation Data Sources:** 2021-2022 Science STAAR

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increased participation by administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework, including developing and utilizing common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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. As measured by collaborative team agendas, admin walkthroughs, and growth on district/state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Specialist, Leadership Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish a campus-wide system to utilize data analysis tools for data driven instruction in collaborative team meetings in order to adjust instruction and determine in order to intervene/accelerate/advance academics to meet student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative teams will analyze, evaluate grade level student work, and track science growth to determine progress and adjust instruction as measured by data team walkthroughs.</p> <p>Increased student achievement as a result of implementation of research based instructional strategies, measured by MAP, STAAR, and unit assessments in Edugence.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Data Team, Leadership Team, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of all learners, including closing the achievement gaps in science with SPED and Hispanic subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth as measured by MAP, and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Specialist, Team Leaders, Classroom Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4: Life Ready:** Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

**Performance Objective 1:** A PBIS (Foundations) team will be established and trained in creating a school-wide system in the implementation of positive behavioral intervention supports by May 2022.

**Evaluation Data Sources:** Review 360, attendance, student achievement, HRS Survey Level 1, meeting agendas

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> PBIS (Foundations) team will attend all professional learning meetings during the 2021-2022 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge about how to launch a proactive, positive, and instructional school-wide process to ensure all stakeholders feel safe, as measured by HRS surveys, Review 360.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS (Foundations) Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Create a continuous improvement cycle that includes processes and procedures that will help maintain consistency in implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve all aspects of behavior, including climate, safety, discipline, behavior support plans, and student connectedness as measured by PBIS team agendas and informal data collection.</p> <p>Create data-driven processes, including multiple data sources, to help identify improvement priorities.</p> <p>Develop staff engagement and unity by sharing steps and information, eliciting input, and gathering feedback on a consistent basis at staff meetings, through newsletters, and team leader meetings.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS (Foundations) Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue			













**Goal 4:** Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

**Performance Objective 2:** A Multi-Tiered Systems of Support (MTSS) team will be established , trained, and begin implementation in creating a school-wide system to help support students in both their social-emotional and academic needs.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The MTSS team will be identified, trained in the district processes/procedures and delineate a system for Haun that ensures all students social-emotional and academic needs are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff knowledge of the MTSS process and creation/progress monitoring/follow-up of student support plans to ensure progress is being made as measured by informal feedback and administrative observation.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and MTSS team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Student Support Team(s) will be identified on a case-by-case basis to ensure the correct staff members are included when working to create individual student intervention plans in Edugence that will be progress monitored and revised with updates on a consistent schedule.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in social-emotional or academic areas of need as measured by district and state assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Student Support Team, Classroom Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

# 2021-2022 SBIC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Denise Lohmiller	Principal
Administrator	Tyronne Karl	Assistant Principal
Classroom Teacher	Michael Talamantez	Classroom Teacher
Classroom Teacher	Stacey Rudiger	Classroom Teacher
Classroom Teacher	Sydney Stevens	Classroom Teacher
Classroom Teacher	Tara Kneafsey	Classroom Teacher
Classroom Teacher	Rachel Rice	Classroom Teacher
Non-classroom Professional	Bonney Burnett	Counselor
Non-classroom Professional	Jennifer McCarty	Non-classroom Professional
Parent	Angie Pompey	Parent/PTA President
Parent	Diane Ngu	Parent
Parent	Shanelle Fisher	Parent
Parent	Leslie Currier	Parent
Parent	Jen Dungan	Parent
Business Representative	Christopher Mock	Parent/Business Rep
Community Representative	Amy Nelson	District/Community Rep
District-level Professional	Eryn Gradig	District/Community Rep
Classroom Teacher	Carrie Smith	Classroom Teacher
Classroom Teacher	Natalie Pena	Classroom Teacher
Classroom Teacher	Abby Cramer	Classroom Teacher
Classroom Teacher	Rachael Maddin	Classroom Teacher

# Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,580.00
<b>+/- Difference</b>					<b>\$1,580.00</b>
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$648.00
<b>+/- Difference</b>					<b>\$648.00</b>
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,750.00
<b>+/- Difference</b>					<b>\$3,750.00</b>
<b>Grand Total Budgeted</b>					\$5,978.00
<b>Grand Total Spent</b>					\$0.00
<b>+/- Difference</b>					<b>\$5,978.00</b>

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

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	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
<b>2019 # of Students</b>	10	10	33		47		5	18	16		26	74	31	105
<b>2019</b>	30	40	73		94		80	39	38		85	77	71	75
<b>2020</b>	32	42	73		94		81	40	40		86	77	72	76
<b>2021</b>	34	44	74		95		82	42	42		87	78	73	76
<b>2022</b>	37	47	74		95		83	44	45		89	78	75	77
<b>2023</b>	41	51	75		96		84	46	49		91	79	77	79
<b>2024</b>	46	56	76		97		86	49	54		94	80	80	80

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	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><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	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"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b> <b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	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"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		

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