Plano Independent School District

Harrington Elementary

2022-2023

Board Approval Date: September 20, 2022

Mission Statement

Harrington Campus Mission Statement:

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Gender

FMF: 50.40 %M: 49.60 %

Gifted Tal

NYN: 89.66 %Y: 10.34 %

EL

NESLN: 88.06 %
ESL: 11.14 %Bil: 0.53 %DEN: 0.27 %

ED

NFN: 70.29 %F: 25.46 %R: 4.24 %

At Risk

NN: 100.00 %

Special Ed

NYN: 83.55 %Y: 16.45 %

504

NYN: 90.98 %Y: 9.02 %

CTE

NN: 100.00 %

Dyslexia

NN: 94.96 %Y: 5.04 %

Ethnicity

WAHAAW: 44.56 %
A: 18.04 %
H: 17.77 %
AA: 12.73 %
T: 5.84 %
AI: 1.06 %

377
Students

Grade

K: 47
1st: 65
2nd: 64
3rd: 68
4th: 59
5th: 74

Demographics Strengths

Harrington Elementary earned an A (90-100) for exemplary performance by serving our students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military. Harrington Elementary has a dedicated group of PTA Mom's and Dad's that devote their care, love and support to our staff and students. It continues to grow each year.

Campus Programs Watch DOGS (Dads of Great Students); Citizenship assemblies; Plano Academic and Creative Education (PACE) for

identified gifted and talented students; field day; fifth-grade choir; choir; ; English as aSecond Language (ESL); Collin County Adventure camp (fifth-grade); STEAM day; PASAR (after-school childcare); Parent Involvement Opportunities After-school clubs; book fairs; chess club; classroom and reading buddies; fall and spring family fun nights; field day; Key Communicators; monthly newsletter; Parent Teacher Association (PTA); Reflections; School-Based Improvement Committee (SBIC); science fair judges; yearbook; volunteer program for the library.

Problem Statements Identifying Demographics Needs

Problem Statement 1: .% of Economically Disadvantaged is at 26% -- steadily increasing over the last few years .SPED - 16% with an increase in referrals, late in year .504 - 11% with an increase in dyslexia referrals and new way to refer for dyslexia **Root Cause:** There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Student Learning Summary

STAAR Informations

Third grade 2021 to Fourth grade 2022

2020-2021

APP 81%
ME 46%
MS 23%

Mathematics - 03 — 50

2021-2022

APP 77%
ME 53%
MS 30%

Mathematics - 04 — 53

Fourth grade 2021 to Fifth grade 2022

2020-2021

APP 75%
ME 57%
MS 38%

Mathematics - 04 — 57

2021-2022

APP 88%
ME 74%
MS 48%

Mathematics - 05 — 70
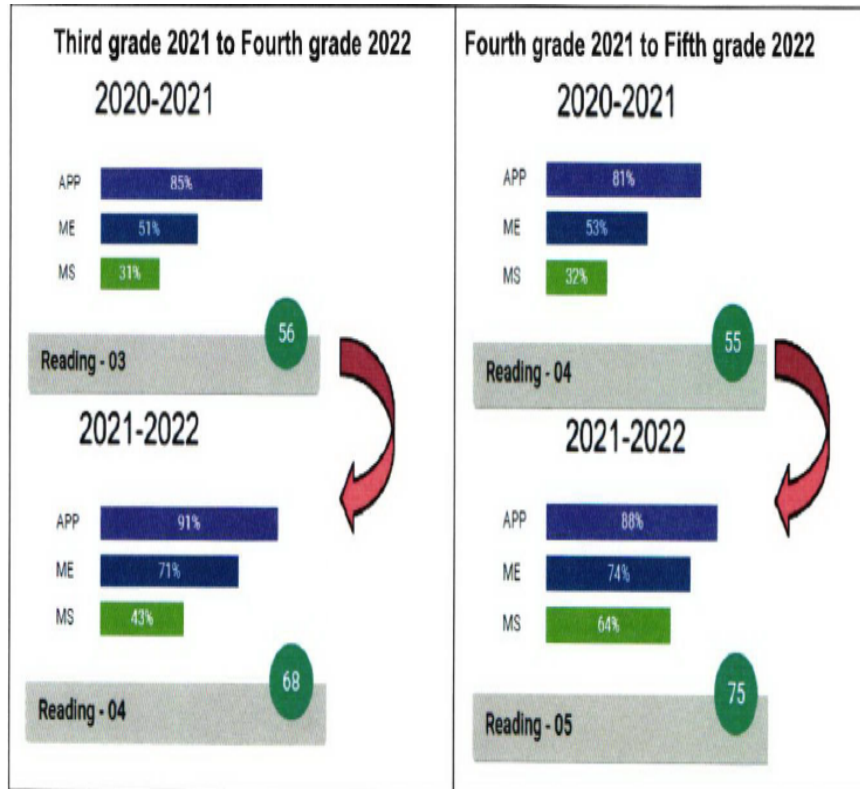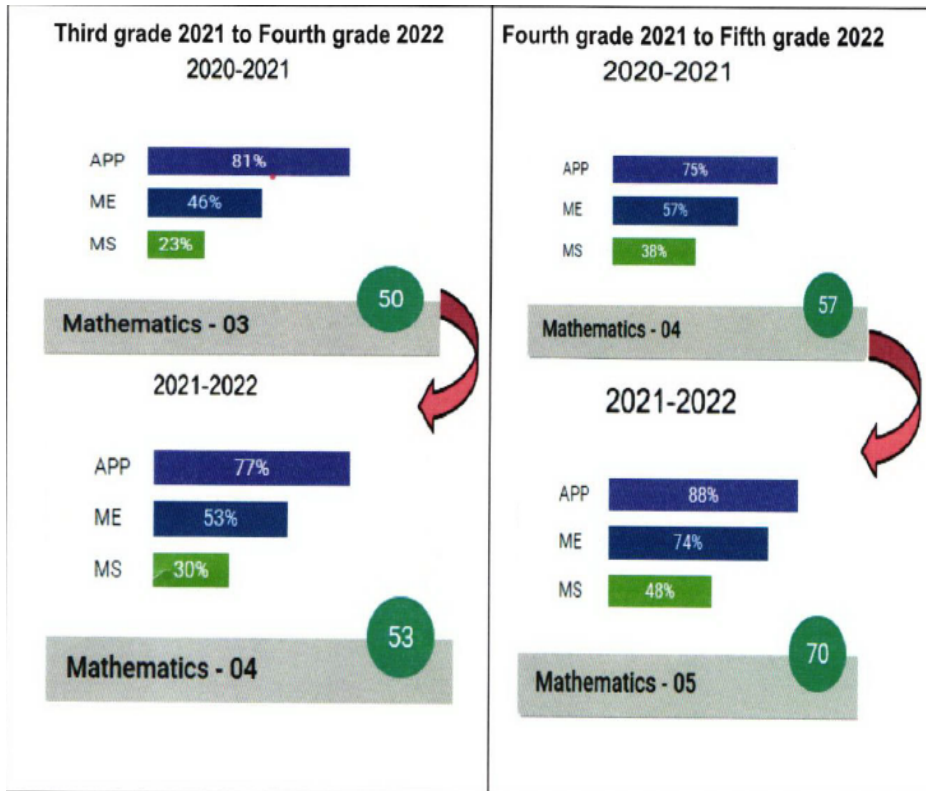
Student Learning Strengths

2022 Accountability Ratings Overall Summary for Harrington EL

	Component Score	Scale Score	Letter Grade	Final	Domain Ratings	Overall Score
Domain I: Student Achievement		91	A		Domain I 91%	A
STAAR Performance	65	91				
CCMR						92 out of 100
Graduation Rate						
Domain II: School Progress		92	A		Domain II 92%	
Part A: Academic Growth	86	92	A			
Part B: Relative Performance (Eco Dis: 27.2%)	65	83	B			
Domain III: Closing the Gaps	96	92	A		Domain III 92%	
Overall Scaled Score				92		
Overall Rating				A		

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): READING Problem Statement: Harrington Elementary students need to improve in reading by increasing approaches and met standard on

STAAR test as 12% of students did not meet state standards (Grades 3-5) on the reading STAAR test.

Problem Statement 2 (Prioritized): MATH Problem Statement: Harrington Elementary students need to improve in math by increasing approaches and met standard on STAAR test as 17% of students did not meet standards (Grades 3-5) on the math STAAR test.

Problem Statement 3 (Prioritized): SCIENCE Problem Statement: Harrington Elementary students need to improve in science by increasing approaches and met standard on STAAR test as 20% of students did not meet state standards (Grades 5) on the science STAAR test.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary Our focus this year at Harringto Elementary is our school culture. We want to ensure that we have an environment that scholars want to attend each day and where teachers want to teach. The campus emphasis on community circles, morning meetings, calm down corners, Positive Behavior Intervention Support Reward system (PBIS), and Zones of Regulation will help support the success of all students. Harrington Elementary follows standard hiring protocol for PISD which utilizes a committee approach during the interview asking all applicants the same set of questions. We continually look for candidates that share our mission and values both campus and distric

School Processes & Programs Strengths

School Processes & Programs Strengths
1) Grade level teams are empowered to collaborate and implement plans and procedures for their classrooms that create positive and successful student outcomes.
2) Morning meetings are implemented daily in every classroom.
3) Safety and emergency procedures are clear and responsive.
4) Implementation of morning routine.
5) Recognition of students, staff, and community through staff shout outs, Weekly Assembly, Dress up Days, and eNews.

Problem Statement 1 (Prioritized): Teacher data shows a need for training on classroom management and expectations in all areas of the school and taught that expectations must be set early on as a school. Root Cause: A need for a more streamlined school wide behavior system that aligns from K-5th. (Basic expectations) Problem Statement 2 (Prioritized): Although our sub-population student groups have shown some progress, our Sped, demographic populations continue to show a need for improvement from "approaches" to "meets" in standardized assessments and district assessments. Root Cause: There is an evident need to understand that a diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school. Problem Statement 3: Harrington shows a need to decrease the number of incidents in unstructured times/areas Root Cause: Lack of guidelines and procedures that are clear and consistent across each grade level with every staff member on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SST/Name and Need to referrals (SPED or 504)- clarity needed on TIER 3 goals and documentation PBIS implementation plan Review 360 usage - effectively documenting behaviors (positive and corrective)

Perceptions

Perceptions Summary

Perceptions Summary Harrington staff continues to creates intentional connections with students to recognize the whole child and works to develop a supportive and positive environment in each classroom. Perceptions Strengths 1) Students, staff, and parents perceive school as safe and orderly. 2) School is managed in a supportive and reflective way that benefits staff, students, and parents 3) Staff's priority is building relationships with students. Problem Statements Identifying Perceptions Needs Problem Statement 1 (Prioritized): A need for uniformed behavior expectations. Root Cause: Lack of systematic autonomy. Problem Statement 2 (Prioritized): There is a need for clear established procedures and routines as a school. Root Cause: Lack of equity from gen ed and specials, yield a need for a school wide guideline.

Perceptions Strengths

Perceptions Strengths 1) Students, staff, and parents perceive school as safe and orderly. 2) School is managed in a supportive and reflective way that benefits staff, students, and parents 3) Staff's priority is building relationships with students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers have opportunities to observe & discuss effective teaching Teachers are provided with job embedded PD tied to their goals. School leaders give feedback and use rubrics to share strengths and areas for growth **Root Cause:** Problem Statements Identifying Perceptions Needs Problem Statement 1(Prioritized): A need for uniformed behavior expectations. Root Cause: Lack of systematic autonomy. Problem Statement 2 (Prioritized): There is a need for clear established procedures and routines as a school. Root Cause: Lack of equity from gen ed and specials, yield a need for a school wide guideline

Priority Problem Statements

Problem Statement 1: READING Problem Statement: Harrington Elementary students need to improve in reading by increasing approaches and met standard on STAAR test as 12% of students did not meet state standards (Grades 3-5) on the reading STAAR test.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: MATH Problem Statement: Harrington Elementary students need to improve in math by increasing approaches and met standard on STAAR test as 17% of students did not meet standards (Grades 3-5) on the math STAAR test.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: SCIENCE Problem Statement: Harrington Elementary students need to improve in science by increasing approaches and met standard on STAAR test as 20% of students did not meet state standards (Grades 5) on the science STAAR test.

Root Cause 3:

Problem Statement 3 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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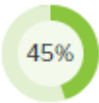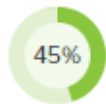- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Reading will increase from 65% in 2022 to 66% by June 2023. The White student group performance will increase from 75% in 2022 to 76% in 2023. The Hispanic student group performance will increase from 33% in 2022 to 35% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Formative and Informal assessment - Using pre and post assessments	**Formative**		
Strategy's Expected Result/Impact: Using the assessment from CFA's to determine which students need reteach.* Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Classroom and Specialist Teachers Administration	**Nov**	**Feb**	**June**
	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Planning using the 4 PLC Questions.	**Formative**		
Strategy's Expected Result/Impact: Using the 4 PLC's questions when planning to guide the planning process. Using the Reading Academy strategies to help with instruction. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Classroom /Specialist Teachers Administrations	**Nov**	**Feb**	**June**
	45%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Guided reading (small group instruction)	Formative		
Strategy's Expected Result/Impact: Using Jennifer Serravallo's reading Strategies across all content areas.	Nov	Feb	June
Using Reading Academy strategies to help with guided reading/Small group instruction. Maximized learning through intentional teaching, looking at student data and reevaluating. **Staff Responsible for Monitoring:** Classroom/Specialist Teachers Administrators	50%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) by	Formative		
integrating a variety of literature across all subjects.	Nov	Feb	June
Strategy's Expected Result/Impact: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write) Use Jennifer Serravallo's reading strategies across all content areas. Integrate a variety of literature across all subjects. Reading Academy **Staff Responsible for Monitoring:** Classroom/ Specialist Teachers Administrators	45%		

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

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

Performance Objective 2: The percent of Harrington students that score Meets grade level or above on STAAR Reading 3-5 will increase from 72% in 2022 to 73% by June 2023. The Special Education student group performance will increase from 35% in 2022 to 38% in 2023. The Hispanic student group performance will increase from 41% in 2022 to 43% in 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiate groups for guided reading	**Formative**		
Strategy's Expected Result/Impact: Have students brainstorm visuals or motions to represent key words in text. Guided discussing with Comprehension questions Intentionally use vocabulary and discuss definitions.* Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Classroom / Specialist Teachers Administration	**Nov**	**Feb**	**June**
	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Use four PLC questions when planning and using the PLC questions to guide planning.	**Formative**		
Strategy's Expected Result/Impact: Teachers will use the 4 PLC questions to help guide students in the learning process. CFA's what students need to learn * Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Classroom/ Specialist teachers Administrators	**Nov**	**Feb**	**June**
	45%		

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

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

Performance Objective 1: HB3 - The percent of Harrington 3rd grade students that score meets grade level or above on STAAR Math will increase from 60% in 2022 to 61% by June 2023. The Special Education student group performance will increase from 33% in 2022 to 36% in 2023. The Economically Disadvantaged student group performance will increase from 33% in 2022 to 35% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Common Formative Assessments to drive and support instructional practices.	**Formative**		
Strategy's Expected Result/Impact: Use CFA's to guide and help on reteach and support instruction in the classroom . Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Classroom/Specialist Teachers Administrators	**Nov**	**Feb**	**June**
	45%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Number talks in all classes; increased number sense activities to provide students with opportunities to continue to build fluency with numbers.	**Formative**		
Strategy's Expected Result/Impact: Use small group math instruction by using number talks and build fluency with numbers Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Classroom / Specialist teachers Administrators	**Nov**	**Feb**	**June**
	40%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Use the RULE (reread ?, underline key words, look back at the passage or problem, evidence) strategy across all subjects. (highlight-write)	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Teachers will use the RULE strategy to guide instruction in all content areas. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Classroom /Specialist teachers Administrators	40%		

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

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

Performance Objective 2: The percent of Harrington students that score Meets grade level or above on STAAR Math 3-5 will increase from 62% in 2022 to 63% 2023. The Special Education student group performance will increase from 31% in 2022 to 34% in 2023. The Economically Disadvantaged student group performance will increase from 42% in 2022 to 44% in 2023.
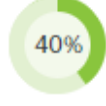
Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Number talks in all classes; increased number sense activities	**Formative**		
Strategy's Expected Result/Impact: Spiral review of readiness standards before test. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Teachers / Specialist Administrators	**Nov**	**Feb**	**June**
	40%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide enrichment activities and extend the learning for students who are proficient.	**Formative**		
Strategy's Expected Result/Impact: Students will use different enrichment activities to help with the learning several times a week to maximize learning through intentional teaching. Collaborate with staff including specialist to develop effective strategies for all students. **Staff Responsible for Monitoring:** Classroom / Specialist teachers Administrators	**Nov**	**Feb**	**June**
	70%		

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

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

Performance Objective 1: The percent of Harrington students that score Meets grade level or above on STAAR Science 5 will increase from 62% in 2022 to 63% by June 2023. The White student group performance will increase from 69% in 2022 to 70% in 2023. The Economically Disadvantaged student group performance will increase from 46% in 2022 to 48% in 2023.

   Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details		Formative Reviews		
Strategy 1: Science Talks K-5th		**Formative**		
Strategy's Expected Result/Impact: Teaches will engage in science talks during the lesson to help enrich and extend the learning. Specialists and SPED will partner with grade level teachers to develop and administer the same Common Formative Assessments and analyze their data. Campus Teams will have similar expectations of planning protocols and regular discussion of CFA's to monitor and adjust lessons. **Staff Responsible for Monitoring:** Teachers/Specialist Administrators		**Nov**	**Feb**	**June**
		60%		

Strategy 2 Details		Formative Reviews		
Strategy 2: Use a common closed reading strategy to increase understanding across all content areas and Science application questions		**Formative**		
Strategy's Expected Result/Impact: Teachers will see students grow in their understand of content. **Staff Responsible for Monitoring:** Classroom Specialist teachers Administrators		**Nov**	**Feb**	**June**
		40%		

Strategy 3 Details		Formative Reviews		
Strategy 3: Teachers will use science notebook to help through setting up, creating a notebook to help reinforce skills. and help with new science terms and vocabulary.		**Formative**		
Strategy's Expected Result/Impact: Teachers will use AVID notes to help with the reinforcement of skills. Collaborate with district personnel to develop effective strategies for all students. **Staff Responsible for Monitoring:** Teachers/specialist Administrators		**Nov**	**Feb**	**June**
		40%		

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

2022-2023 SBIC

Committee Role	Name	Position
Administrator	Jacye Jamar	Administrator
Administrator	Corinne Dias	Administrator
Non-classroom Professional	Valerie Bailey	Non-classroom Professional (support staff)
Parent	Ashley Daniels	PTA President
Classroom Teacher	Jennifer Nguyen	Classroom teacher
Classroom Teacher	Lana Smith	Classroom teacher
Classroom Teacher	Julie Krupa	Classroom teacher
Non-classroom Professional	Denise Schneider	Non-classroom professional
Classroom Teacher	Ashley Duehr	Classroom teacher
Administrator	Lauren Canfield	Counselor
Parent	Melissa Kern	Parent
District-level Professional	Mary Swinton	District Professional
Parent	Rebecca Smith	Parent
Parent	Kristie Cohen	Parent
Parent	Sarah Pope	Parent
Parent	Shayla Holub	Parent
Community Representative	Jordan Canfield	Community Member
Parent	Lauren Jaramillo	Parent

Campus Funding Summary

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<tr><td colspan="5" align="right">+/- Difference</td><td>$3,981.00</td></tr>
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Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

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

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	9	24	1	12	0	9	9	1	8	47	5	52
2022	40	33	75	100	75		33	56	0	62	70	20	65
2023	42	35	76	100	76		36	58	1	64	71	21	66
2024	44	37	76	100	76		39	60	1	66	71	23	66
2025	46	39	77	100	77		43	62	2	69	72	25	67
2026	50	43	79	100	79		49	66	4	73	74	28	69
2027	54	47	80	100	80		56	70	5	78	75	31	70

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

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

Reading   Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	17	31	0	13	0	9	21	2	10	54	19	73
2022	83	35	84		92		44	67	50	70	70	84	74
2023	85	37	85		93		47	69	51	72	71	85	75
2024	87	39	85		93		50	71	51	74	71	87	75
2025	89	41	86		94		54	73	52	77	72	89	76
2026	93	45	88		96		60	77	54	81	74	92	78
2027	97	49	89		97		67	81	55	86	75	95	79

HB3 Campus Goals - All Grades STAAR at Meets Standard   **Harrington**

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

Reading   **Grade 5**

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	8	16	0	14	0	8	13	2	12	33	14	47
2022	50	62	75		100		25	69	100	92	88	50	77
2023	52	64	76		100		28	71	100	94	89	51	78
2024	54	66	76		100		31	73	100	96	89	53	78
2025	56	68	77		100		35	75	100	99	90	55	79
2026	60	72	79		100		41	79	100	100	92	58	81
2027	64	76	80		100		48	83	100	100	93	61	82

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

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

Reading — All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	19	34	71	1	39	0	26	43	5	30	134	38	172
2022	58	41	79	100	90		35	65	60	77	75	63	72
2023	60	43	80	100	91		38	67	61	79	76	64	73
2024	62	45	80	100	91		41	69	61	81	76	66	73
2025	64	47	81	100	92		45	71	62	84	77	68	74
2026	68	51	83	100	94		51	75	64	88	79	71	76
2027	72	55	84	100	95		58	79	65	93	80	74	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

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

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

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

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

Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	5	9	24	1	12	0	9	9	1	8	47	5	52
2022	20	22	71	100	75		33	33	0	62	64	20	60
2023	23	24	72	100	76		36	35	1	64	65	22	61
2024	26	27	74	100	78		39	38	3	66	67	24	63
2025	29	31	76	100	80		43	42	5	69	69	27	65
2026	35	35	78	100	82		48	46	7	73	71	31	67
2027	41	41	81	100	85		55	52	10	78	74	36	70

HB3 Campus Goals - All Grades STAAR at Meets Standard　　　　　　**Harrington**

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

Math													Grade 4
Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	6	17	31	0	13	0	9	21	2	10	54	19	73
2022	33	29	58		77		22	24	50	50	61	32	53
2023	36	31	59		78		25	26	51	52	62	34	54
2024	39	34	61		80		28	29	53	54	64	36	56
2025	42	38	63		82		32	33	55	57	66	39	58
2026	48	42	65		84		37	37	57	61	68	43	60
2027	54	48	68		87		44	43	60	66	71	48	63

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	8	16	0	14	0	8	13	2	12	33	14	47
2022	50	75	81		93		38	77	100	83	85	64	79
2023	53	77	82		94		41	79	100	85	86	66	80
2024	56	80	84		96		44	82	100	87	88	68	82
2025	59	84	86		98		48	86	100	90	90	71	84
2026	65	88	88		100		53	90	100	94	92	75	86
2027	71	94	91		100		60	96	100	99	95	80	89

HB3 Campus Goals - All Grades STAAR at Meets Standard   Harrington

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

Math   All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	19	34	71	1	39	0	26	43	5	30	134	38	172
2022	37	38	68	100	82		31	42	60	67	68	42	62
2023	40	40	69	100	83		34	44	61	69	69	44	63
2024	43	43	71	100	85		37	47	63	71	71	46	65
2025	46	47	73	100	87		41	51	65	74	73	49	67
2026	52	51	75	100	89		46	55	67	78	75	53	69
2027	58	57	78	100	92		53	61	70	83	78	58	72

HB3 Campus Goals - All Grades STAAR at Meets Standard

Harrington

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	8	8	16	0	14	0	8	13	2	12	33	14	47
2022	38	25	69		86		12	46	100	83	67	50	62
2023	41	27	70		87		15	48	100	85	68	52	63
2024	44	30	72		89		18	51	100	87	70	54	65
2025	47	34	74		91		22	55	100	90	72	57	67
2026	53	39	76		93		27	60	100	94	74	61	69
2027	59	45	79		96		34	66	100	99	77	65	72

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

	- K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. - K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. - K-5 Ensure students are receiving daily unstructured play during recess. - K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** - K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal, Human Resources	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** - Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. - Funding source: State and Local	ESSA	
Principal, Executive Director for Student and Family Services	**Parent Involvement** - Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local - Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local - Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local - Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local		

	● Utilize social media to keep parents and community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		