

Plano Independent School District

Haun Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

Established in 1997 and named for Bettye Haun, our mission is we impact all learners by building lasting relationships centered on the needs of the whole child. All individuals will be challenged and encouraged to become responsible and prepared citizens.

Vision

Our vision is to empower our students to reach their highest potential so they contribute to an ever-changing world.

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Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students. Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position. Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth. Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.	25
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Comprehensive Needs Assessment

Revised/Approved: August 7, 2023

Demographics

Demographics Summary

Haun Elementary is a diverse K-5 campus serving many cultures and with a wide array of languages spoken. We celebrate over 30 different languages spoken in the homes of our students. Haun provides services to students with special education needs and serves the Elevate and District Strive special education programs. Haun prides itself in having a low staff turnover, however, last May, several veteran Haun teachers retired after serving many years as a Haun Husky. For new staff members, 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.

In addition to providing services to students with special needs, we also have specialists serving PACE, the gifted and talented program, dyslexia therapy, and ESL. Other support specialists that serve the campus include an Instructional Coach, Library Media Specialist, and Counselor. Each grade level has four to five classroom teachers with a range of 20 - 26 students per class. The teacher-to-student ratio in kindergarten through first grade is 24:1 and in fifth grade the ratio changes to 26:1. Haun employs seven special education paraprofessionals, one campus technology assistant, one attendance secretary, and one office manager. In total, there are 58 staff members, two custodians, and three FANS (food and nutrition services) employees.

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

Below is a table showing the number of students enrolled in the programs we offer out of a total of 587 students and percentages of subgroups at the beginning of the 2023-2024 school year.

	Gifted and Talented (PACE)	Emergent Bilingual (ESL)	Special Education	504	Dyslexia
2023-2024	84	172	67	18	15

	Asian	African American	American Indian	Hispanic	Two or More	White
2022-2023	43.85	10%	0.7%	11.8%	7.2%	26.45%
2023-2024	48.72%	9.37%	1.02%	9.54%	7.16%	24.19%

Demographics Strengths

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

- Historical trends in high attendance rates (96 - 98.2%) - higher than district average
- Student diversity
- Students who may speak more than one language
- Collaboration among staff
- Involved PTA
- High-performing campus: Accountability Rating A in 2021-2022
- Above district average in several grades/content in Approaches/Meets/Masters on STAAR; Overall on STAAR, ELs continue to improve in ME and MS performance
- Growing trends in the percentage of students enrolled in the bilingual/ESL program (17.3 % to 23.72% to 29%)
- MAP - Over 50% of ELs are Quintile 1 (top 20% in nation) and 23-24% are Quintile 2 (top 21-40%) in nation
- Gifted and Talented on STAAR performance:
 - 3rd - Math: 17% Meets and 83% Masters / Reading: 39% Meets and 61% Masters
 - 4th - Math: 11% Meets and 89% Masters / Reading: 19% Meets and 81% Masters
 - 5th - Math: 6% Meets and 94% Masters / Reading: 9% Meets and 91% Masters

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for professional learning on effective differentiation strategies to meet the needs and increase the achievement of students performing in Quintiles 1 and 2 on the MAP assessment. **Root Cause:** A lack of consistent and intentional implementation of differentiation strategies, including rigorous instruction, to meet the unique needs of Haun advanced academic learners.

Student Learning

Student Learning Summary

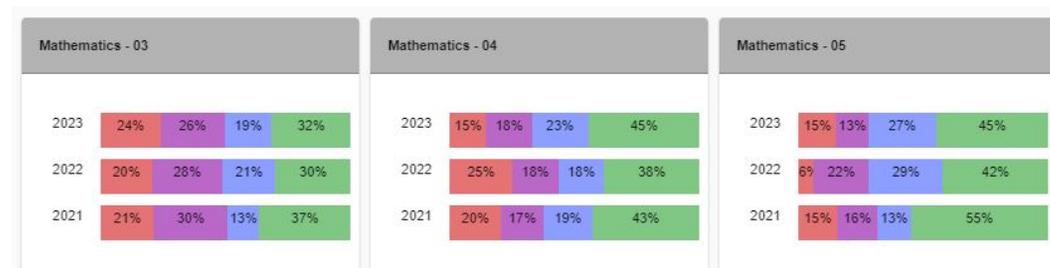
Haun Elementary Goals including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each student group and the All Students group. If the student group is below the All Student Group, that student 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.

Overall Student Achievement on STAAR 2023-2024:

	Does Not Meet Standard	Approaching Standard	Meets Standard	Masters Standard
Math (3-5 overall)	17%	19%	22%	41%
Reading (3-5 overall)	13%	25%	23%	40%
Science (Gr 5)	27%	24%	24%	25%

Student Learning Strengths

Haun is a campus that, historically, performs above that of both the district and state on STAAR at all levels of performance. The majority of Haun students perform in the top 2 quintiles on local assessments (MAP). Students are actively engaged in academics both on and off campus.





Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for more consistent school-wide (vertical K-5) instructional practices, including small group instruction, to address high-quality Tier One instruction. **Root Cause:** Lack of vertical knowledge related to all content areas TEKS, a need for a 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 to ensure the parents, staff, and students are well-informed, feel welcome 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, 504, Dyslexia, Emergent Bilinguals, 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 (PLCs) processes include: PISD Collaborative Team Framework, Collaborative Team Planning once a week, and Extended Planning Program for classroom teachers throughout the year
- Multi-tiered systems of Support (MTSS) and Student Support Teams (SST) meet regularly to review data and create individualized learning and support plans based on the needs of students
- Positive Behavior Interventions and Supports (PBIS) school-wide system to include Guidelines for Success outlining Year 1 and 2 implementation (hallways/cafeteria)
- Ongoing data analysis by campus administrators, instructional leadership team, and MTSS team members
- Data analysis meetings with grade-level teachers after each district/state/unit assessment to develop new instructional plans to help meet the needs of students
- Campus and district professional learning sessions throughout the year to focus on high-yield instructional strategies and high-priority knowledge and skills standards (TEKS)
- Instructional Coaching model to support classroom teachers in their professional growth
- Character Strong lessons that focus on a character trait each month during guidance lessons with the counselor and during community circles in the classroom a minimum of 3 times per week
- Counseling program to include classroom guidance lessons, small groups based on data in Review 360, and individual counseling as needs arise
- Staff surveys are an effective means of gauging climate, professional learning needs, etc.
- WATCH DOGS program
- National PTA School of Excellence
- Haun Instructional Snapshot is developed for 2023-2024 by the staff and Instructional Leadership Team that aligns with the PISD Instructional Model and is used in planning each week during CTP meetings
- Instructional Rounds a minimum of three times this 2023-2024 school year (an increase from last year)
- Instructional Leadership Team (ILT) meets monthly to develop leadership skills, improve instructional practices, and learn how to support their team
- Learning Forward Series used with ILT and staff to focus on High-Priority Knowledge and Skills (HPKS)
- 2023-2024 Campus Professional Learning Plan that focuses on HPKS with ongoing data analysis
- System for progress monitoring Quintiles on MAP throughout the school year and adjusting instruction and student groups as new information is learned

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 experiences.

Haun has a strong PTA presence and with new board members, the event calendar has been revised to best meet the needs of the community. Haun has longstanding community events to honor and celebrate diversity. One well-known and highly attended event is our International Night, where students and families showcase their culture through clothing, food, traditions, and displays of their homelands.

Character Strong is a new curriculum that is being implemented this year that focuses on the whole child and character education. Classrooms dedicate time to begin each day in community circles to build a sense of belonging with a new character trait each month.

Staff, students, and families have a strong voice at Haun. Consistent feedback is elicited in a timely manner to monitor and adjust processes and program outcomes, such as counseling support, safety, and professional learning needs.

Teachers participate in weekly Professional Learning Communities (PLCs) where administrators attend every meeting to provide structure and support. Teachers use PISD guiding curriculum documents that follow the Collaborative Team Framework. Also, teachers worked together to determine ten highly effective instructional strategies that should be seen and heard almost every day during teaching and learning. These strategies have become Haun's Instructional Snapshot and teachers receive feedback on implementation through consistent classroom observations. Additionally, teachers spend time analyzing unit and district assessments and plan to intervene or enrich learning experiences to meet the unique needs of their students.

Haun has an Instructional Leadership Team that consists of grade-level teachers and professional staff. This team meets a minimum of once a month to review and monitor the campus improvement plan, assess the needs of students and staff, and work to build capacity in their teammates, so that every student has an equal opportunity to demonstrate success, both academically and socially.

Haun is in the second year of implementation of a framework called Positive Behavior Interventions and Supports (PBIS). The Haun community identified character traits that define what we want our students to demonstrate. These traits are Brave, Respect, Integrity, Compassion, and Kindness (BRICKS). The acronym stands for how important it is that our students implement these traits at school. We have many ways to celebrate students who demonstrate BRICKS behaviors, some of which are weekly celebrations on announcements and assembly recognition.

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

Staff morale is important to the culture at Haun. There are many ways we celebrate and support our staff, including intentional time for team planning and celebrating all the outstanding efforts made by everyone that make Haun a special place.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Grade-level collaborative teams have not moved into the instructional cycle of the PISD Collaborative Team Framework. At this point in the instructional

cycle, teams are not using the PISD and Haun guiding documents to incorporate agreed-upon instructional strategies to implement into daily lesson plans. **Root Cause:** There has been such an emphasis on training staff on the PLC process and PISD Collaborative Team Framework, that there has not been an opportunity to move into this next phase of deepening teacher understanding of moving beyond TEKS and data analysis to now "how to teach" using the PISD MOI and Haun Instructional Snapshot and incorporating these strategies in daily lesson plans.

Problem Statement 2: There is a need to onboard foundations member for our Positive Behavior Interventions and Support (PBIS) Team. **Root Cause:** Every two years, it is recommended that the foundations team turns over to new members in order to gain new ideas and continue the growth of successful processes. The new team adds to the improvement cycle by evaluating existing areas and identifying new environments to target.

Perceptions

Perceptions Summary

The Haun Vision and Mission statements were revised by its stakeholders at the beginning of the 2022-2023 school year. Our vision is to empower our students to reach their highest potential so they can contribute to an ever-changing world. At Haun, we impact all learners by building lasting relationships centered on the needs of the whole child. All individuals will be challenged and encouraged to become responsible and prepared citizens.

The Haun mascot is a Husky named Blizzard who appears at assemblies and special events.

The staff and students commit to the Husky Promise by reciting it each day during 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 Haun staff is committed to effective teaching and high rates in student growth. In our efforts to ensure all students’ needs are met, we engage in 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. A collaborative team framework is used by collaborative teams on a weekly basis to answer questions about 1.) What is it all students need to know and be able to do; 2.) How will we know students are learning; 3.) What we do for students who are not learning; 4.) How will we enrich the learning for those who master content; and 5.) How will we increase our instructional competence? The collaborative PLC process is reliant on data-driven decisions, therefore staff must use tools to enter and disaggregate data in an effort to revise elements in the Teaching and Learning Cycle through ongoing progress monitoring process and reflection.

Safety and Security is the number one priority at Haun. It is crucial that students, staff, families, 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 completed in the Fall of 2022-2023.

Perceptions Strengths

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

- Character Strong weekly (3 times a week) community circle lessons, including every other week guidance lessons
- Collaborative Team Planning meetings: once a week, team norms, data-driven, student-centered, progress monitoring of 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, including grade level teachers, specialists, and special education teachers
- PBIS: Positive Behavior Intervention System, Guidelines for Success, BRICKS (Brave, Respect, Integrity, Compassion, Kind, Self-Aware)

- Student celebrations: grade level locker meetings, class celebrations, weekly BRICKS winners, 9 weeks assembly, weekly announcements
- Safety and security procedures are well-known and consistent, including monthly drills and staff meeting table-top exercises
- Staff, students, and parents enjoy school-wide events

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for effective methods of communicating with parents who are non-English speakers. **Root Cause:** A lack of parent education and inclusion of certain demographics including, but not limited to the EB population.

Priority Problem Statements

Problem Statement 1: There is a need for more consistent school-wide (vertical K-5) instructional practices, including small group instruction, to address high-quality Tier One instruction.

Root Cause 1: Lack of vertical knowledge related to all content areas TEKS, a need for a 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 1 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)
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- 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
- 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
- Student surveys and/or other feedback
- 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
- 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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 19, 2023

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 74% in 2022 to 75% by June 2024. The Special Education student group performance will increase from 36% in 2022 to 42% by June 2024. The Economically Disadvantaged student group performance will increase from 75% in 2022 to 79% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 67% in 2022 to 68% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will

increase from 55% in 2022 to 59% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 89% in 2022 to 90% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 92% in 2022 to 96% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
<p>Strategy 1: A year-long professional learning plan will be implemented that targets High-Priority Knowledge & Skills (HPKS) through coaching/observing/modeling, using the Lead4ward Series, and other relevant trainings to support best instructional practices that align with the Haun Instructional Snapshot and PISD Model of Instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance their knowledge and skills of best instructional practices. Students will show growth in MAP, IRI, MClass, and STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Dyslexia Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Collaborative Teams will meet weekly to plan rigorous TEKS-aligned instruction, following a timed and focused agenda that follow the four PLC questions, using PISD guiding documents (PISD Model of Instruction, Collaborative Team Framework) and the Haun Instructional Snapshot to ensure equitable learning experiences for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
<p>Strategy 3: Each grade level will utilize a Quintile Monitoring data tool based on Fall MAP Achievement percentiles to identify student needs and plan targeted instruction. STAAR, CogAT, Winter MAP and district assessment data will be gathered and analyzed at designated checkpoints to measure student performance and growth as well as determine the effectiveness of instructional strategies and identify areas for targeted intervention and advanced academic support.</p> <p>Strategy's Expected Result/Impact: Teachers will implement a variety of resources and best instructional strategies to target student needs and monitor student progress using a Quintile Monitoring data tool. Targeted instruction will elicit desired student growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Instructional Coaches, Administrators</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: 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 for SPED, Economically Disadvantaged, and Emergent Bilingual sub-populations. Small group targeted instruction will be provided to students on a regular basis.</p> <p>Strategy's Expected Result/Impact: Students will meet expected growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Specialists, Instructional Coach, Administrators</p>	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
<p>Strategy 5: Teachers will participate in Instructional Rounds at Haun and/or other high performing campuses to observe strategies connected to their team's professional learning goal. The instructional coach will work with teachers to reflect on observations and develop a plan to incorporate what was learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies.</p> <p>Strategy's Expected Result/Impact: Teachers develop instructional practices to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coach, Administrators</p>	Formative		Summative
	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 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

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Performance Objective 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 54% in 2022 to 57% by June 2024. The Special Education student group performance will increase from 9% in 2022 to 15% by June 2024. The Economically Disadvantaged student group performance will increase from 17% in 2022 to 22% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 60% in 2022 to 63% by June 2024. The Special Education student group performance will increase from 33% in 2022 to 39% by June 2024. The Economically Disadvantaged student group performance will increase from 64% in 2022 to 69% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 72% in 2022 to 75% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 62% in 2022 to 67% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
<p>Strategy 1: A year-long professional learning plan will be implemented that targets High-Priority Knowledge & Skills (HPKS) through coaching/observing/modeling, using the Lead4ward Series, and other relevant trainings to support best instructional practices that align with the Haun Instructional Snapshot and PISD Model of Instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance their knowledge and skills of best instructional practices. Students will show growth in MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Collaborative Teams will meet weekly to plan rigorous TEKS-aligned instruction, following a timed and focused agenda that follow the four PLC questions, using PISD guiding documents (PISD Model of Instruction, Collaborative Team Framework) and the Haun Instructional Snapshot to ensure equitable learning experiences for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Leadership Team</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Each grade level will utilize a Quintile Monitoring data tool based on Fall MAP Achievement percentiles to identify student needs and plan targeted instruction. STAAR, CogAT, Winter MAP and district assessment data will be gathered and analyzed at designated checkpoints to measure student performance and growth as well as determine the effectiveness of instructional strategies and identify areas for targeted intervention and advanced academic support.</p> <p>Strategy's Expected Result/Impact: Teachers will implement a variety of resources and best instructional strategies to target student needs and monitor student progress using a Quintile Monitoring data tool. Targeted instruction will elicit desired student growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Instructional Coaches, Administrators</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: 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 SPED and Economically Disadvantaged sub-populations and increasing the amount of growth for Q1 & Q2 students. Small group targeted instruction will be provided to students on a regular basis.</p> <p>Strategy's Expected Result/Impact: All students including targeted sub-populations will meet desired growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Special Education Teachers, Instructional Coach, ESL Specialist, Administrators</p>	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Teachers will participate in Instructional Rounds at Haun and/or other high performing campuses to observe strategies connected to their team's professional learning goal. The instructional coach will work with teachers to reflect on observations and develop a plan to incorporate what was learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies.</p> <p>Strategy's Expected Result/Impact: Teachers develop instructional practices to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p>	Formative		Summative
	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 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 62% in 2022 to 65% by June 2024. The Special Education student group performance will increase from 25% in 2022 to 31% by June 2024. The Economically Disadvantaged student group performance will increase from 15% in 2022 to 20% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
<p>Strategy 1: A year-long professional learning plan will be implemented that targets High-Priority Knowledge & Skills (HPKS) through coaching/observing/modeling, using the Lead4ward Series, and other relevant trainings to support best instructional practices that align with the Haun Instructional Snapshot and PISD Model of Instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will enhance their knowledge and skills of best instructional practices. Students will show growth in MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: Collaborative Teams will meet weekly to plan rigorous TEKS-aligned instruction, following a timed and focused agenda that follow the four PLC questions, using PISD guiding documents (PISD Model of Instruction, Collaborative Team Framework) and the Haun Instructional Snapshot to ensure equitable learning experiences for all students.</p> <p>Strategy's Expected Result/Impact: Teachers will plan more effectively and intentionally, thus ensuring a high-quality teaching and learning cycle in all classrooms. Teachers will collaboratively unpack the learning, determine evidence of learning, and design learning to meet the needs of all learners. Collective teacher efficacy will grow resulting in a highly effective organization.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, Leadership Team</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Each grade level will utilize a Quintile Monitoring data tool based on Fall MAP Achievement percentiles to identify student needs and plan targeted instruction. STAAR, CogAT, Winter MAP and district assessment data will be gathered and analyzed at designated checkpoints to measure student performance and growth as well as determine the effectiveness of instructional strategies and identify areas for targeted intervention and advanced academic support.</p> <p>Strategy's Expected Result/Impact: Teachers will implement a variety of resources and best instructional strategies to target student needs and monitor student progress using a Quintile Monitoring data tool. Targeted instruction will elicit desired student growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers, Instructional Coaches, Administrators</p>	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<p>Strategy 4: 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 for Special Education and Economically Disadvantaged sub-populations.</p> <p>Strategy's Expected Result/Impact: Students will meet expected growth on MAP and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Special Education Teachers, Administrators</p>	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
<p>Strategy 5: Teachers will participate in Instructional Rounds at Haun and/or other high performing campuses to observe strategies connected to their team's professional learning goal. The instructional coach will work with teachers to reflect on observations and develop a plan to incorporate what was learned to improve their instructional practice. Teachers will receive feedback and have time to reflect on their instruction to improve strategies.</p> <p>Strategy's Expected Result/Impact: Teachers develop instructional practices to improve student outcomes.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators</p>	Formative		Summative
	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: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Evaluation Data Sources: TEAMS TEA Principal Report and TEAMS TEA Student Detail for EXCEL Plano Custom Report

Strategy 1 Details	Reviews		
<p>Strategy 1: Weekly meetings with the attendance committee will identify students with attendance concerns. Strategy's Expected Result/Impact: 1st-4th grade students identified as economically disadvantaged and African American will decrease unexcused absences by 3 % from 10.4% (end of 2022-2023 school year) to 7.4% by May 2024. Staff Responsible for Monitoring: Secretary, Counselor, Assistant Principal</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: A protocol to communicate with families regarding attendance concerns will be followed on a weekly basis. Strategy's Expected Result/Impact: Communication with parents to address attendance issues will help the school identify specific needs of families and provide support. to improve student attendance rates Staff Responsible for Monitoring: Secretary, Counselor, Administrator</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Resources for family engagement will be provided in a monthly SMORE. Strategy's Expected Result/Impact: Providing resources to families will increase parent engagement and build positive relationships to improve student behavior and attendance. Staff Responsible for Monitoring: Counselor</p>	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: Award system for students Strategy's Expected Result/Impact: Awarding students in assemblies for attendance will promote motivation and accountability for tardiness and absences Staff Responsible for Monitoring: Asst. Principal, Counselor, PACE Specialist (Assemblies Chair) Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		Summative
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details	Reviews		
<p>Strategy 1: Professional Learning will be provided to staff at the beginning of the year by district personnel. Resources and tools will be used by staff to monitor student emotions and effectively address escalated behaviors. Strategies will be implemented in grades K-5 such as "Emotional Thermometer," "How Big is My Problem?" and "Peace Path," to support Tier 1 and 2 behaviors.</p> <p>Strategy's Expected Result/Impact: Students in grades K-5 will be taught how to use resources to identify emotions and be able to apply strategies to regulate their emotions or appropriately handle a conflict.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Administrators</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p>Strategy 2: The counselor will identify and create groups based on Review 360 referrals. Students will receive Tier 2 small group support to address specific needs.</p> <p>Strategy's Expected Result/Impact: The counselor will support students through tier 2 small groups to improve students emotional well being at school.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p>Strategy 3: Teachers will schedule and SST meeting for students who receive multiple referrals in Review 360 to address undesired behaviors.</p>	Formative		Summative
	Nov	Feb	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.

Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Strategy 1 Details	Reviews		
<p>Strategy 1: Any incident reported in Review 360 that requires a Threat Assessment will be completed and documented according to district policy.</p> <p>Strategy's Expected Result/Impact: Completing threat assessments when required increases the level of safety measures and any actions put in place to keep staff and students safe at school.</p>	Formative		Summative
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

Performance Objective 1: HRS parent surveys will be reviewed to consider recommendations that will improve the campus culture and parent perspectives of the school.

Evaluation Data Sources: HRS Summary Level 1 2022-2023
 HRS Spring Summary - May 2023
 HRS Surveys 2023-2024

Strategy 1 Details	Reviews		
Strategy 1: After school programs will be offered to students to provide enrichment opportunities not offered during the school day. Strategy's Expected Result/Impact: Students will gain skills and build social skills through after school enrichment programs. Staff Responsible for Monitoring: Administrators	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: The ESL specialist will provide welcome kits to families new to the country. Strategy's Expected Result/Impact: Families will be provided resources to help them acclimate to the United States and Plano ISD. Staff Responsible for Monitoring: ESL Specialist	Formative		Summative
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			