Plano Independent School District

Harrington Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Harrington Campus Mission Statement:

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

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Comprehensive Needs Assessment

Demographics

Summary

Harrington Elementary serves a diverse student population. Our campus is 35.28% White, 27.06% Hispanic, 18.39% African American, 13.30% Asian, 5.68% two or more races, and 0.30% American Indian.

We also serve a large number of students with specialized learning needs. About 37.7% of our students receive special education services, which is partly connected to Harrington being home to the regional Deaf Education program. In addition, 16.7% of our students are English learners.

Campus data shows several areas of strength and continued need. STAAR performance declined in third- and fourth-grade math and reading from 2025 to 2026. Fifth-grade reading improved across all performance levels, while fifth-grade math improved at Approaches but declined at Meets and Masters. Fifth-grade science remained stable at Approaches and Meets, with Masters increasing from 8% to 15%. Overall, student performance continues to fall behind.

CCMR readiness data shows stronger performance in reading than math. Fifth-grade students reached 73% in reading and 63% in math; however, African American, Hispanic, economically disadvantaged, and special education students performed below expectations, particularly in math.

Early literacy data also shows a need for continued intervention. A significant number of kindergarten through second-grade students remain below or well below benchmark, with second grade showing the greatest need.

Attendance declined during grading periods three, four, and five. Grading periods three and five had the lowest attendance, while grading period one had the highest. African American students had higher absenteeism during nearly every grading period.

Discipline data indicates that African American students receiving special education services have the highest relative risk for disciplinary referrals. However, among students not receiving special education services, White students received a higher percentage of referrals than African American students.

Strengths

One of Harrington's greatest strengths is the diversity of our student population. No single racial or ethnic group makes up the majority of the campus, which gives our students the opportunity to learn and grow with classmates from many different backgrounds.

Another strength is our staff's experience in meeting a wide range of student needs. With 37.7% of our students receiving special education services, including students in the regional Deaf Education program, our teachers are skilled in providing accommodations, support, and differentiated instruction.

We also serve a strong English learner population. This has helped our staff build effective practices in language development and supporting students from different cultural and linguistic backgrounds.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our overall campus attendance rate was 94.9%, below the district identified goal of 96% and dropped compared to our previous school year average attendance of 95.09%. African American attendance was 91.4%, and Hispanic/Latino attendance was 94.3%.	Attendance intervention systems and proactive family engagement practices are not consistently reducing chronic absenteeism
2	Analysis of behavior data shows significant disproportionality among student groups.	Behavior intervention systems and restorative practices are not consistently implemented across classrooms.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our overall campus attendance rate was 94.9%, below the district identified goal of 96% and dropped compared to our previous school year average attendance of 95.09%. African American attendance was 91.4%, and Hispanic/Latino attendance was 94.3%.	Attendance intervention systems and proactive family engagement practices are not consistently reducing chronic absenteeism
2 ★	Annual Growth on STAAR Mathematics declined in 3rd grade from 77% in 2025 to 72% in 2026 and in 4th grade from 74% in 2025 to 65% in 2026	Students demonstrate unfinished learning in prerequisite math skills and problem-solving processes. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and scaffolded instruction are not consistently embedded within math instruction for EB and DHH students.
3 ★	School Progress-Annual Growth on STAAR Reading declined in 3rd grade from 88% in 2025 to 73% in 2026 and in 4th grade from 98% in 2025 to 79% in 2026.	Students demonstrate unfinished learning in prerequisite reading and writing skills and process. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and targeted intervention are not consistently aligned to the rigor of STAAR reading expectations for EB and DHH students.
4 ★	The percentage of K-2 students that scored well above benchmark on mCLASS from BOY to EOY stayed the same at 45%, grew 2% for students that scored on benchmark from 18% to 20%, stayed the same for students that scored below benchmark at 12%, and students that scored well below benchmark decreased from 25% to 23%.	Teacher understanding of teaching phonological awareness and use of district tier 1 and intervention resources. DHH students require additional language and listening scaffolds and opportunities for academic practice in phonics instruction.
5 ★	Parents feel Harrington is a closed-door campus and do not have a connection to what their child is learning from day to day. Parent perceptions regarding a disconnection between door closures and daily instruction	Campus level communication is not meeting the needs from parents who want to support their student at home and teach level communication is too broad to provide specifics about the subjective level content on a daily or weekly basis.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- [x] **State and federally required assessment information**

- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **SAT and/or ACT assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**

Priorities

Priority 1

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

Goal 1

By the end of the 2026-2027 school year, our overall campus attendance goal will increase from 94.9% to the district target of 96%.

Performance Target: Improved daily attendance average across all grade levels will lead to increase student achievement as measured by district assessments such as MAP, unit assessments, and mCLASS. Increased positive
social emotional well-being of all students will be measured by daily attendance. Student behavior will decrease as students are
consistently at school and participating in school-wide PBIS systems

Expected Result: By November, the African American sub-pop average daily attendance will increase from 91.7% to 93%. By February, the African American sub-pop attendance average will increase from 93% to 94.5%. By May, the African American sub-pop attendance average will increase from 94.5% to 96%.

Strategy 1

Teachers and the campus MTSS team will review student attendance twice a month through Power Hour/Kid
Talk to identify students with frequent and chronic absences and determine next steps for outreach. Outreach
will be determined by # of tardies/absences and previous intervention attempts:
3 tardies/absences- Skyward notification
5 tardies/absences- Teacher contact parent to check-in and see if family needs support with attendance
7 tardies/absences-
10 tardies/absences- attendance SSP developed and shared with parents

Staff Responsible for Monitoring: Data Clerk, Admin

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our overall campus attendance rate was 94.9%, below the district identified goal of 96% and dropped compared to our previous school year average attendance of 95.09%. African American attendance was 91.4%, and Hispanic/Latino attendance was 94.3%.	Attendance intervention systems and proactive family engagement practices are not consistently reducing chronic absenteeism

Goal 2

By May 2027, Harrington Elementary will reduce disproportionality in disciplinary referrals by decreasing the relative risk ratio for African American students receiving special education services from 2.28 to 1.50 or below and for all African American students from 1.70 to 1.30 or below

Performance Target: Harrington Elementary will implement consistent, equitable, and preventive behavior practices across all classrooms and settings, resulting in fewer disciplinary referrals, reduced disproportionality for African American students--particularly those receiving special education services--and increased instructional time. By May 2027, no identified student group will have a disciplinary referral relative risk ratio above 1.50, and staff implementation of PBIS, restorative practices, and the Plano ISD Code of Civility will be evident across the campus.

Expected Result: By November, discipline referrals for identified student groups will decrease by 10%. By February, disproportionality indicators will decrease by 15%. By June, discipline disproportionality among student groups will significantly decrease as measured by campus discipline data.

Strategy 1

Provide professional learning in restorative practices
PBIS implementation
Plano ISD Code of Civility

Staff Responsible for Monitoring: Admin and Data Clerk

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our overall campus attendance rate was 94.9%, below the district identified goal of 96% and dropped compared to our previous school year average attendance of 95.09%. African American attendance was 91.4%, and Hispanic/Latino attendance was 94.3%.	Attendance intervention systems and proactive family engagement practices are not consistently reducing chronic absenteeism

Priority 2

1.1 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.

Goal 1

By the end of the 2026-2027 school year, 3rd grade will increase reading scores to
75% pass rate and 4th grade will increase reading scores to 82% pass rate on the 2027 STAAR Reading assessment
through providing targeted small-group instruction, language supports, and intentional vocabulary development
through aligned PLC planning and progress monitoring.

Performance Target: Using the 25-26 data, we used the EOY percentages for grade levels and sub population to create performance target data.
3rd: 24-25 - 88%
 25-26 - 73%
4th: 24-25 - 98%
 25-26 - 79%

* African American Sub Pop:
3rd: 24-25 - 85%
 25-26 - 65%
4th: 24-25 - 81%
 25-26 - 65%

Expected Result: Using 25-26 data, we used the EOY percentages to create our expected results. 3rd: 26-27 grow to 77% (using 2nd grade EOY MAP data) 4th:26-27 grow to 72% * African American Sub Pop: 3rd: EOY Math MAP - 70% (using 2nd grade EOY MAP data) 4th: EOY Math MAP - 70% Expected results: By November, 50% of identified intervention students will demonstrate growth on district assessments. By February, 60% of identified students will meet projected MAP growth. By June, performance on Reading STAAR at pass rate will be 75% for 3rd grade and 82% pass rate for 4th grade.

Strategy 1

-implementing targeted reading intervention
-frequent formative assessments and quick checks to track understanding
-intentional integration of language objectives
-increased visual supports to support vocabulary development
-frequent review of previously taught skills
- Differentiated instruction focus on priority teks

Staff Responsible for Monitoring: Team Leads, MTSS, Admin

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	School Progress-Annual Growth on STAAR Reading declined in 3rd grade from 88% in 2025 to 73% in 2026 and in 4th grade from 98% in 2025 to 79% in 2026.	Students demonstrate unfinished learning in prerequisite reading and writing skills and process. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and targeted intervention are not consistently aligned to the rigor of STAAR reading expectations for EB and DHH students.

Goal 2

By the end of the school year, the percentage of K-2 students scoring Well Above Benchmark on the mCLASS assessment will increase from 45% to 50%, students scoring On Benchmark will increase from 20% to 23%, students scoring Below Benchmark will decrease from 12% to 10%, and students scoring Well Below Benchmark will decrease from 23% to 17% through targeted Tier I instruction, data-driven small-group interventions, and progress monitoring.

Performance Target: By the end of the school year, 73% of K-2 students will score On Benchmark or Well Above Benchmark on the mCLASS End-of-Year assessment, an increase from 65% at the previous EOY. Additionally, the percentage of students scoring Well Below Benchmark will decrease from 23% to 17%.
Kinder - Well below benchmark reduce from 27% to 25%
1st grade - Well below benchmark reduce from 17% to 15%
2nd Grade - Well below benchmark reduce from 26% to 24%

Expected Result: Expected results: Ensure that students receiving targeted interventions demonstrate measurable growth on mCLASS progress-monitoring assessments throughout the school year, resulting in more students moving into benchmark and above-benchmark performance levels by the EOY assessment.

Strategy 1

Ensure daily, standards-aligned literacy instruction in every K-2 classroom
Incorporate structured literacy routines, decodable texts, interactive read-alouds, and meaningful literacy centers to reinforce foundational skills
Provide differentiated small-group instruction based on skill deficits

Model lessons and support teachers in implementing evidence-based instructional strategies
Review mCLASS and classroom assessment data after each benchmark window
Celebrate student growth and adjust instructional supports to ensure students remain on track toward benchmark.
Targeted instruction and intervention provided during WIN

Staff Responsible for Monitoring: Team Leads, MTSS, Admin

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The percentage of K-2 students that scored well above benchmark on mCLASS from BOY to EOY stayed the same at 45%, grew 2% for students that scored on benchmark from 18% to 20%, stayed the same for students that scored below benchmark at 12%, and students that scored well below benchmark decreased from 25% to 23%.	Teacher understanding of teaching phonological awareness and use of district tier 1 and intervention resources. DHH students require additional language and listening scaffolds and opportunities for academic practice in phonics instruction.

Goal 3

By 2026-2027, HB1416 students in both 4th and 5th grade will increase to 50 percent of students passing the math and reading STAAR assessments.

Strategy 1

HB1416 students will recieve daily instruction based on the greatest need from the 2025-2026 STAAR data. Students will have target instruction focusing on the did not meets TEKs from highest to lowest with daily spiraling. Teachers will have plan weekly WIN lesson plan providing an examplar and success criteria. Teachers will meet twice a month during our SNAP meetings to discuss progress or lack of proving the artifacts.

Staff Responsible for Monitoring: Admin, IST/MTSS, Teacher

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Goal 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Annual Growth on STAAR Mathematics declined in 3rd grade from 77% in 2025 to 72% in 2026 and in 4th grade from 74% in 2025 to 65% in 2026	Students demonstrate unfinished learning in prerequisite math skills and problem-solving processes. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and scaffolded instruction are not consistently embedded within math instruction for EB and DHH students.
2	School Progress-Annual Growth on STAAR Reading declined in 3rd grade from 88% in 2025 to 73% in 2026 and in 4th grade from 98% in 2025 to 79% in 2026.	Students demonstrate unfinished learning in prerequisite reading and writing skills and process. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and targeted intervention are not consistently aligned to the rigor of STAAR reading expectations for EB and DHH students.

Priority 3

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

Goal 1

By the end of the 26-27 school year, 3rd and 4th graders will increase to at least 77% passing rate and the passing percentage of students that receive HB 1416 hours will increase by 50% through targeted and data driven instruction and small group interventions.

Performance Target: Using the 25-26 data, we used the EOY percentages for grade levels and sub population to create performance target data.
3rd: 25-26 EOY - 77%
4th: - 25-26 EOY - 65%
5th: 25-26 EOY - 87%
* African American Sub Pop:
3rd: EOY Math MAP - 66%
4th: EOY Math MAP - 25%
5th: EOY Math MAP - 68%

Expected Result: Expected results: Using 25-26 data, we used the EOY percentages to create our expected results. 3rd: 26-27 grow to 77% (using 2nd grade EOY MAP data) 4th:26-27 grow to 72% 5th: 26-27grow to 89% * African American Sub Pop: 3rd: EOY Math MAP - 70% (using 2nd grade EOY MAP data) 4th: EOY Math MAP - 72% 5th: EOY Math MAP - 50%

Strategy 1

Implement targeted math intervention through small groups, WIN, and tier 1 instruction.
Using formative assessments and quick checks to track understanding
Differentiated instruction focus on priority teks
Provide focused and intentional spiral review, targeted intervention, and aligned PLC planning using MAP, assessments, and quick checks.
Using visuals and language support to include and support all demographics.
Prioritize instructional planning using data, MAP projections, and TEK mastery.

Staff Responsible for Monitoring: Team Leads, MTSS, Admin

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Annual Growth on STAAR Mathematics declined in 3rd grade from 77% in 2025 to 72% in 2026 and in 4th grade from 74% in 2025 to 65% in 2026	Students demonstrate unfinished learning in prerequisite math skills and problem-solving processes. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and scaffolded instruction are not consistently embedded within math instruction for EB and DHH students.

Priority 4

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

Goal 1

All students will increase their CCMR for Reading from 73 percent to 80 percent by the end of the 2026-2027 school year.

Performance Target: AA- 63%-70%
Hispanic-59% to 70%
EB- 22% to 40%

Expected Result: Teachers will increase rigor through performance based task and include higher levels of Blooms questions. Teacher will write their learning targets with these specific verbs. Teachers will raise the level of expectation for student cognition.

Strategy 1

The PLC model will be aligned to the weekly lesson plan template. Each week teachers will bring their artifacts to discuss the learning progression and next steps to build more rigor through our performance task.

Staff Responsible for Monitoring: Teachers, Admin, IST

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	School Progress-Annual Growth on STAAR Reading declined in 3rd grade from 88% in 2025 to 73% in 2026 and in 4th grade from 98% in 2025 to 79% in 2026.	Students demonstrate unfinished learning in prerequisite reading and writing skills and process. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and targeted intervention are not consistently aligned to the rigor of STAAR reading expectations for EB and DHH students.

Goal 2

All students will increase their CCMR for Math from 63% to 70% by the end of the 2026-2027 school year.

Performance Target: AA- 31.2% to 45%
Hispanic- 41.2% to 51%
EB-18.2% to 35%

Expected Result: Teachers will increase rigor through performance based task and include higher levels of Blooms questions. Teacher will write their learning targets with these specific verbs. Teachers will raise the level of expectation for student cognition.

Strategy 1

The PLC model will be aligned to the weekly lesson plan template. Each week teachers will bring their artifacts to discuss the learning progression and next steps to build more rigor through our performance task.

Staff Responsible for Monitoring: Teachers, Admin, IST

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Annual Growth on STAAR Mathematics declined in 3rd grade from 77% in 2025 to 72% in 2026 and in 4th grade from 74% in 2025 to 65% in 2026	Students demonstrate unfinished learning in prerequisite math skills and problem-solving processes. Instructional rigor and alignment to assessed standards vary across classrooms. Academic language supports and scaffolded instruction are not consistently embedded within math instruction for EB and DHH students.

Priority 5

4.4 Engage the community through timely, consistent and innovative communications.

Goal 1

By the end of the 2026-2027 school year, parents will report a 90 percent satisfaction based on the EOY campus parent survey.

Performance Target: October parent surveys will increase from 72% to 80% for teacher communication via phone, in-person, and email. Feb parent surveys will increase from 80% to 90% for teacher communication via phone, in-person and email. The May parent survey will increase from 90 percent to 96 percent for teacher communication via phone, in person, and email.

Expected Result: Increased confidence in teacher communication to stakeholders. Decreased percent of parent complaints at the district level. Parents will be able to support their student at home. Harrington will exhibit a transparent learning enviroment for all stakeholders.

Strategy 1

Admin will create a google folder for all staff members to record weekly positive phone calls that teachers will record. Teachers will complete a template for each student who receives a phone call for classroom disruption and Heart awards. The template will also include grades.

Staff Responsible for Monitoring: Admin, Team Leads

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents feel Harrington is a closed-door campus and do not have a connection to what their child is learning from day to day. Parent perceptions regarding a disconnection between door closures and daily instruction	Campus level communication is not meeting the needs from parents who want to support their student at home and teach level communication is too broad to provide specifics about the subjective level content on a daily or weekly basis.

Goal 2

By May 2027, Harrington Elementary will provide students, parents, and community members with multiple formal opportunities to provide input and will clearly communicate how stakeholder feedback influences campus decisions, increasing the parent survey score for HRS 1.6 from 3.01 in 2026 to an average score of at least 4.0 during the 2026-2027 school year.

Performance Target: Q 6 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school will increase to 80 percent or higher for each segment of the domain.

Expected Result: Teachers and parents will be a connection weekly to increase parent knowledge and opportunity to support their child with previous learning.

Strategy 1

Harrington will work with our PTA and stakeholders to develop more opportunities for feedback through Coffee with the Principal, PTA meetings, General meetings, and campus surveys.

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents feel Harrington is a closed-door campus and do not have a connection to what their child is learning from day to day. Parent perceptions regarding a disconnection between door closures and daily instruction	Campus level communication is not meeting the needs from parents who want to support their student at home and teach level communication is too broad to provide specifics about the subjective level content on a daily or weekly basis.