Plano Independent School District

Haun Elementary

Accountability Rating: A

2026-2027 Campus Improvement Plan

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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.

Value Statement

At Haun Elementary, we commit to having a culture of consistency, making student-centered decisions that yield to annual growth goals, focusing on what is in our control, and delivering data-driven and aligned instruction.

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Comprehensive Needs Assessment

Demographics

Summary

Haun Elementary is a diverse pre-kindergarten through fifth-grade campus located in west Plano, serving students from a wide variety of cultural, linguistic, and educational backgrounds. The campus continues to foster an inclusive environment where all students and families feel welcomed, valued, and connected. Haun provides specialized programming and services for students through Special Education, Gifted and Talented (PACE), Emergent Bilingual/ESL, Dyslexia, Section 504, and intervention services designed to meet the unique needs of every learner.

A hallmark of Haun Elementary is its strong partnership with families and the community. An active Parent Teacher Association (PTA), collaborative staff culture, and campus-wide commitment to belonging support student success both academically and socially. As student demographics continue to evolve, the campus remains focused on providing equitable access to high-quality instruction, intervention, enrichment, and social-emotional supports for all learners.

Enrollment Trends

School Year	Total Enrollment
2021-2022	510
2022-2023	590
2023-2024	587
2024-2025	498
2025-2026	441

Enrollment Summary:
Enrollment has gradually declined over the past three years following peak enrollment during the 2022–2023 school year. While overall enrollment has decreased, the campus has experienced increasing instructional complexity due to growth in specialized student populations, particularly Special Education.

Student Program Enrollment Trends (2023–2026)

Student Group	2023-2024	2024-2025	2025-2026	Trend
Gifted & Talented	14.3%	17%	18%	▲ Increasing
Emergent Bilingual	29.3%	29.4%	29%	Stable
Special Education	11.4%	16.3%	20%	▲ Significant Increase
Economically Disadvantaged	—	17%	18%	▲ Slight Increase

Trend Summary

Over the past three years, Haun Elementary has experienced notable demographic shifts. The percentage of students receiving Special Education services has nearly doubled, increasing from 11.4% to 20%, representing the most significant demographic change on the campus. Gifted and Talented enrollment has steadily increased, reflecting continued efforts to identify and support advanced learners. Emergent Bilingual enrollment has remained consistently around 29%, meaning nearly one-third of students continue to benefit from language acquisition supports within core instruction. Economically Disadvantaged enrollment has increased slightly, reinforcing the importance of ensuring equitable access to instructional supports and enrichment opportunities.

Student Ethnicity (2025–2026)

Student Group	Percentage
Asian	46.83%
White	26.92%
Hispanic	10.63%
African American	8.60%
Two or More Races	5.66%
American Indian	0.68%

Attendance Trends Overall Campus Attendance

School Year	Attendance Rate
2022-2023	95.37%
2023-2024	95.53%
2024-2025	95.66%
2025-2026	**95.80%**

2025–2026 Attendance Highlights

Student Group	Attendance
All Students	**95.8%**
Gifted & Talented	97.0%
Military Connected	96.6%
Section 504	96.4%
White	95.8%
Asian	96.2%
Special Education	95.2%
Emergent Bilingual	95.1%
Hispanic	95.1%
At Risk	94.8%
African American	94.3%
Economically Disadvantaged	93.9%

Attendance Summary

Haun Elementary has maintained consistently strong attendance over the past four years, improving from 95.37% in 2022–2023 to 95.80% in 2025–2026. While overall attendance remains high, disparities continue to exist among student groups. Students identified as Economically Disadvantaged (93.9%), At Risk (94.8%), and African American (94.3%) demonstrated attendance rates below the campus average, suggesting opportunities to strengthen family engagement and attendance supports for these populations.

Strengths

- A highly diverse student population representing numerous cultures and languages, providing rich opportunities for inclusive learning experiences.
- Approximately one-third of students are Emergent Bilinguals, allowing the campus to maintain strong ESL programming and expertise.
- Increasing identification of Gifted and Talented students demonstrates effective systems for recognizing advanced academic potential.
- Consistently strong campus attendance, with an overall attendance rate of 95.8%.
- Strong family partnerships supported through an active PTA and collaborative campus culture.
- Continued commitment to serving diverse learner needs through comprehensive Special Education, intervention, enrichment, and specialized instructional programs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The percentage of students receiving Special Education services has nearly doubled over three years (11.4% to 20%), increasing the demand for specialized staffing, inclusive instructional practices, and intervention supports.	The increasing complexity and diversity of student learning needs have outpaced campus systems for coordinating interventions, monitoring progress, and ensuring consistent collaboration among general education, special education, intervention, and support teams.
2	Approximately one-third of the campus population continues to be Emergent Bilingual, requiring ongoing implementation of effective language acquisition strategies across all content areas.	The diverse and evolving language needs of Emergent Bilingual students require strengthened campus systems for collaboration, consistent implementation of language acquisition strategies, and progress monitoring to ensure access to grade-level learning across all content areas.
3	Increasing percentages of Economically Disadvantaged students indicate a continued need to address achievement gaps through targeted academic, behavioral, and family engagement supports.	The persistent achievement gaps among Economically Disadvantaged students reflect a need for strengthened campus systems that promote collaboration, data-driven identification of student needs, and coordinated academic, behavioral, and family supports.

★ = Priority

Student Learning

Summary

Math Summary

In Math, our campus demonstrated exceptional growth in upper elementary, with 100% of student quintile groups in grades 3–5 meeting or exceeding high growth targets (120%+ growth) and achieving strong overall baseline passing rates (82%–90% STAAR Approaches). However, key areas for growth exist at both ends of the grade spectrum: lower-achieving student groups (Quintiles 3 and 5) in K–1 consistently fell below the 100% annual growth benchmark, and actual STAAR Masters performance in grades 3–5 (36%–44%) fell short of spring MAP projections (39%–59%). Additionally, significant non-proficiency gaps remain in 3rd and 4th grade among special populations, including Special Education (up to 56% Not Met in 4th) and Economically Disadvantaged students (up to 55% Not Met in 3rd), highlighting a need for early foundational interventions and targeted support.

Reading Summary

In Reading, upper quintiles across grades K–5 consistently met or exceeded 120% growth targets, leading to strong baseline proficiency projections (76%–99% projected Approaches) and robust performance in 5th grade across nearly all student groups. Despite these strengths, Quintile 5 students across K–5 systematically struggled to reach 100% annual growth targets, accompanied by mid-year and spring growth dips in 3rd and 4th grade. Substantial non-proficiency gaps were also identified in 3rd and 4th grade among special populations, particularly Special Education (up to 35% Not Met in 3rd) and Economically Disadvantaged students (up to 40% Not Met in 3rd), pointing to the need for enhanced Tier-3 reading interventions and replicating 5th grade's successful instructional support models.

Science Summary

In Science, 5th-grade students delivered standout results, achieving 100% of student quintile groups meeting or exceeding high growth targets (120%+ growth) and reaching a 91% projected STAAR Approaches passing rate. A major strength in this subject is the effective instructional model in 5th grade, which maintained high overall proficiency across Special Education and Emergent Bilingual populations with minimal non-proficiency. To sustain and build upon this success, the primary focus for Science will be maintaining high-rigor instruction throughout the school year to prevent mid-year performance dips and bridge any gaps between projected and actual mastery levels.

College, Career, and Military Readiness

The CCMR data suggest that Haun Elementary is successfully preparing the majority of fifth-grade students for future college and career readiness, particularly through strong literacy outcomes. The positive growth demonstrated by Hispanic, Emergent Bilingual, and Special Education students reflects the impact of targeted instructional supports. Moving forward, the campus should prioritize strengthening mathematics achievement while continuing to accelerate learning for Economically Disadvantaged, Emergent Bilingual, Special Education, and African American students. Maintaining a focus on differentiated instruction, progress monitoring, and targeted interventions will help close remaining achievement gaps and ensure more students leave elementary school on a strong pathway toward future college and career success.

Strengths

Exceptional Upper-Grade Growth: Upper elementary grades (3rd–5th) demonstrated outstanding growth overall.

- **Math & Science:** 100% of student quintile groups in grades 3–5 met or exceeded high growth targets (120%+ growth).
- **Reading:** Upper quintiles in grades K–5 consistently achieved or exceeded 120% growth, with 5th grade showing robust performance across nearly all student groups.

Strong Overall Proficiency Projections:

- End-of-year projections and spring STAAR performance reached strong baseline passing rates across subjects: **Math** STAAR Approaches), **Reading** (76%–99% projected Approaches), and **Science** (91% projected Approaches).

Model Subgroup Support in 5th Grade: 5th grade demonstrated exceptional targeted support, maintaining high proficiency across Special Education (SPED) and Emergent Bilingual (EB) populations with minimal non-proficiency.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Haun Elementary's K-5 reading achievement is strong, yet student growth is inconsistent across grade levels and subgroups, particularly among Quintile 5 students and grades 3-4, where a significant portion of students are performing below their projected MAP growth targets. Current instructional practices and intervention structures are not producing adequate growth acceleration for these groups,	The campus lacks a systematic, data-driven structure for monitoring reading growth across grade levels, particularly for Quintile 5 students and grades 3-4. Inconsistent use of progress-monitoring tools, uneven implementation of Depth & Complexity and SIOP strategies, and variability in Tier-1 instructional alignment have contributed to gaps in student growth despite strong overall achievement.
2 ★	Haun Elementary's current math growth data reveals inconsistent progress across grade levels, with K-1 students performing below expected foundational numeracy benchmarks and grades 3-5 showing gaps between MAP Masters projections and actual STAAR Masters performance. These disparities indicate that the campus lacks a fully aligned system for accelerating growth and strengthening early numeracy.	The campus lacks a vertically aligned approach to strengthening foundational numeracy in K-1 and ensuring mastery-level rigor in grades 3-5. Variability in Tier-1 instruction, limited alignment between MAP learning statements and STAAR mastery expectations, and inconsistent use of targeted intervention cycles have resulted in persistent gaps between MAP and STAAR Masters proficiency levels.

★ = Priority

School Processes & Programs

Summary

School Processes and Programs

Haun Elementary incorporates the following programs, processes, and systems into the daily operations of the school to ensure that students, staff, and families feel welcomed, valued, and supported. These systems are designed to promote student achievement and growth, strengthen instructional practices, support the whole child, develop staff capacity, and maintain a culture of continuous improvement. Campus processes are intentionally aligned with the Plano ISD instructional model, campus vision, and Campus Improvement Plan.

- **Student Support Programs:** Specialized support is provided through Special Education, 504, Dyslexia, Emergent Bilingual, Gifted and Talented (G/T), PACE, and other individualized student support programs. Campus teams collaborate to ensure students receive appropriate services and access to rigorous, responsive instruction.
- **Professional Learning Communities (PLCs):** PLCs follow the PISD Collaborative Team Framework and include Collaborative Team Planning (CTP), Extended Planning, Guiding Coalitions, and the Instructional Leadership Team (ILT). Teams use the four PLC questions to collaboratively examine student learning, identify instructional needs, respond to data, and plan next steps.
- **Data-Driven Instruction:** Campus administrators, the ILT, instructional coach, PLC teams, and MTSS/Student Support Team (SST) members use multiple sources of data to monitor student progress and identify areas of need. MAP, STAAR, classroom assessments, progress-monitoring data, attendance, behavior, and other student information are reviewed through a consistent data-analysis cycle to guide instructional decisions, intervention, enrichment, and individualized or small-group learning plans.
- **Multi-Tiered Systems of Support (MTSS):** Haun uses a systematic process for identifying and responding to academic, behavioral, attendance, and social-emotional needs. Student support teams monitor interventions and progress and adjust support based on student response to instruction and intervention.
- **Instructional Coaching:** The Instructional Coach works alongside teachers to strengthen instructional practices, analyze student data, provide feedback, model effective strategies, and support professional growth. Coaching support is aligned with campus priorities and individual teacher and team needs.
- **Instructional Leadership Team (ILT):** The ILT meets monthly to lead the PLC process, monitor student learning and teacher growth, support collaborative teams, develop teacher leadership capacity, and help maintain a consistent focus on high-quality instruction across the campus.
- **Guiding Coalitions:** Haun maintains Guiding Coalitions aligned with High Reliability Schools (HRS) Level 2: High-Quality Teaching and Learning. The PLC-focused coalitions support the development of instructional competence and campus professional learning. Additional Guiding Coalitions focus on PBIS, Technology Integration, Community Building, and Student Leadership.
- **Professional Learning:** The campus and district professional learning calendars provide ongoing opportunities for staff learning throughout the year. Professional learning focuses on high-yield instructional practices and high-priority TEKS, including Data-Driven Instruction, Depth and Complexity, student discourse and engagement, technology integration, PBIS, STOIC/CHAMPS, and Sheltered Instruction Observation Protocol (SIOP) strategies to support Emergent Bilingual students.
- **Instructional Monitoring and Feedback:** A yearlong classroom walkthrough schedule, Instructional Rounds, and the Haun Instructional Snapshot provide structures for monitoring instructional practices and providing meaningful feedback. The Haun Instructional Snapshot aligns with the PISD Instructional Model and campus vision and is used by teachers during weekly CTP meetings to guide instructional planning and reflection.
- **Technology Integration Plan:** Haun is committed to purposeful technology integration that enhances teaching and learning and provides students with opportunities to learn, create, collaborate, and demonstrate understanding at high levels. The campus PLANner serves as a resource and campus technology representative, attending district professional learning and bringing back relevant information, strategies, and innovative technology tools to support teacher learning and growth. This

year, the campus is intentionally building staff capacity in the effective use of BenQ Boards, artificial intelligence (AI), and other instructional technology tools to enhance student engagement, increase instructional effectiveness, and support high levels of student learning and creation.

- **New Teacher Support and Mentoring**: New teachers receive structured mentoring and support designed around their individual level of experience. Year 1 teachers participate in a comprehensive mentoring process, while Year 2 teachers receive continued support tailored to their professional growth and identified needs.
- **Positive Behavior Interventions and Supports (PBIS):** Haun implements a schoolwide PBIS system designed to establish clear behavioral expectations and reinforce positive choices across all settings. The **BRICKS** framework—Brave, Respectful, Integrity, Compassion, Kind, and Self-Aware—provides a common language for student behavior and character development. Expectations are explicitly taught and reinforced in classrooms, hallways, the cafeteria, restrooms, playground, and other common areas. *Strong BRICKS. Strong Huskies.*
- **Character Development and Counseling:** The counseling program includes classroom guidance lessons, small groups informed by Review 360 and other student data, and solutions-focused individual counseling. The counselor also provides resources and support to students, staff, and families as needs arise. Classroom teachers reinforce the counseling program through monthly Character Strong lessons focused on character development and social-emotional learning.
- **Student Leadership and Voice:** Students are provided meaningful opportunities to develop leadership skills and contribute to the school community through morning announcements, Safety Patrol, Student Council, CARE Club, student buddy opportunities, and other leadership experiences. Student voice is also incorporated through assemblies, feedback opportunities, and campus initiatives.
- **Family and Community Engagement:** Haun prioritizes strong relationships and two-way communication with families and the community. The campus supports family engagement through PTA partnerships, the Husky Dad Squad, school events, volunteer opportunities, and opportunities for parents and community members to provide input through the School-Based Improvement Committee (SBIC). Haun's participation in the National PTA School of Excellence program further supports a strong school-family partnership.
- **Staff Voice and School Culture:** Staff surveys and feedback structures are used to gather input regarding school climate and culture, professional learning needs, campus processes, and opportunities for improvement. Staff voice is incorporated into decision-making and the development of campus systems and initiatives.
- **Student Enrichment and Leadership Opportunities:** Students have opportunities to participate in UIL competitions, Science Fair, Robotics, Triathlon, Jogging Club, musical performances, choir, instrumental opportunities, and other academic, athletic, creative, and leadership experiences that promote engagement and development of the whole child.
- **Continuous Improvement:** Haun uses High Reliability Schools processes, Campus Improvement Plan monitoring, staff and student feedback, data analysis, PLC structures, and Guiding Coalitions to continually evaluate the effectiveness of campus systems and make adjustments based on evidence. The campus maintains a shared focus on student growth, closing achievement gaps, grade-level learning, and ensuring every student has the opportunity to grow and succeed.

Strengths

Haun Elementary's strengths are grounded in a strong culture of collaboration, continuous improvement, and relationships. Our Professional Learning Communities (PLCs) provide a consistent structure for teachers to collaborate, analyze student data, share effective instructional practices, and respond to student needs. Professional learning and instructional coaching build staff capacity and support continual growth in teaching and learning. Our student support systems, including MTSS, specialized programs, counseling, and collaborative problem-solving teams, ensure that students receive support based on their individual academic, behavioral, and social-emotional needs. Finally, family and community engagement is a valued strength at Haun, with strong partnerships among families, staff, PTA, and community members that contribute to a welcoming school culture and support student success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While campus structures for collaborative planning and progress monitoring (such as CFAs and MTSS tracking) are firmly established, there is inconsistency across grade bands in instructional rigor and data application.	While collaborative planning and progress monitoring structures are established, inconsistent implementation of data-driven instructional practices and varying levels of alignment in responding to student needs have limited the campus's ability to ensure consistent rigor and targeted instruction across grade bands.
2	While short walkthroughs and mentor check-ins provide valuable real-time feedback, the campus lacks a formal system for providing Tier 2 and Tier 3 targeted instructional supports for teachers to ensure high-fidelity implementation of intervention strategies.	While feedback structures are in place, the campus lacks a systematic process for analyzing instructional needs and providing differentiated Tier 2 and Tier 3 supports that ensure teachers receive timely, targeted coaching and monitoring for implementation of high-impact instructional practices.
3	Classrooms show a shortage of observed cognitively complex tasks and higher-order questioning, while professional learning often focuses on resource-sharing over deepening cognitive demand and application.	Professional learning structures have primarily emphasized sharing resources and strategies rather than sustained opportunities for teachers to collaboratively design, practice, and refine instructional tasks that increase cognitive demand and student engagement.
4 ★	Students and families have limited awareness of the broad range of college, career, and postsecondary pathways available, resulting in limited understanding of future educational and career opportunities.	The campus lacks a comprehensive, systematic approach to integrating college, career, and postsecondary awareness into instruction, family engagement, and community partnerships.
5 ★	Haun Elementary must revisit and tighten PBIS common-area expectations as part of the improvement cycle. With new staff and students, inconsistent implementation and limited data use have led to uneven behavior expectations, safety concerns, and reduced instructional time.	Staff training, communication, and data systems for PBIS, BRICKS, and the Code of Civility are not fully aligned, resulting in inconsistent expectations and gaps in monitoring campus behavior trends.

★ = Priority

Perceptions

Summary

Perceptions Summary

Haun Elementary is a relationship-centered community where students, staff, and families are valued and encouraged to grow. Our shared beliefs are reflected in our vision and mission:

Vision: *Our vision is to empower our students to achieve their highest potential to make meaningful contributions in an ever-changing world.*

Mission: *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.*

Our Husky identity is grounded in caring for others, working hard, helping one another, and having fun while learning. The Husky Promise provides a common set of expectations for how we treat one another and reinforces our belief that every member of our community has a role in creating a positive school environment.

Stakeholder perceptions reflect a strong sense of belonging, safety, and community at Haun. We value an environment where students feel known and supported, staff feel connected and heard, and families feel welcomed as partners in their child's education. We believe strong relationships and trust are foundational to student learning and success.

Haun also has a strong culture of collaboration and growth. Staff believes that all students can learn and that adults must continually reflect, learn, and improve to meet the needs of every learner. We celebrate student growth and achievement while remaining focused on identifying opportunities to strengthen our practices and close gaps.

We value the voices of our students, staff, families, and community members and use their feedback to understand our strengths and identify areas for continued growth. Our goal is to ensure that every Husky feels that they belong, has opportunities to grow, and is prepared to contribute positively to an ever-changing world.

Strengths

- **Strong sense of belonging and relationships:** Students, staff, and families experience Haun as a welcoming, relationship-centered community where people are known, valued, and supported.
- **Positive and safe school culture:** Stakeholders perceive Haun as a safe, caring environment where students are encouraged to demonstrate respect, kindness, responsibility, and care for others.
- **Shared commitment to student growth:** Staff believe all students can learn and grow and maintain high expectations while focusing on the needs of the whole child.
- **Collaborative and supportive staff culture:** Staff value working together, sharing ideas, learning from one another, and continually improving practices to better serve students.
- **Strong family and community partnerships:** Families and community members are welcomed as valued partners and have opportunities to provide input and contribute to the Haun community.
- **Student voice and leadership:** Students are given opportunities to contribute, lead, and take ownership in their school community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Barriers such as time constraints, financial pressures, and inaccessible school communications prevent parents from understanding the direct link between their involvement and their child's academic success. As a result, poor communication channels isolate families from the school community, leaving students without the collaborative support needed to achieve their potential.	The campus lacks a consistent, intentional system for engaging families through accessible, two-way communication and meaningful learning partnerships that support student achievement.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students and families have limited awareness of the broad range of college, career, and postsecondary pathways available, resulting in limited understanding of future educational and career opportunities.	The campus lacks a comprehensive, systematic approach to integrating college, career, and postsecondary awareness into instruction, family engagement, and community partnerships.
2 ★	Barriers such as time constraints, financial pressures, and inaccessible school communications prevent parents from understanding the direct link between their involvement and their child's academic success. As a result, poor communication channels isolate families from the school community, leaving students without the collaborative support needed to achieve their potential.	The campus lacks a consistent, intentional system for engaging families through accessible, two-way communication and meaningful learning partnerships that support student achievement.
3 ★	Haun Elementary's current math growth data reveals inconsistent progress across grade levels, with K-1 students performing below expected foundational numeracy benchmarks and grades 3-5 showing gaps between MAP Masters projections and actual STAAR Masters performance. These disparities indicate that the campus lacks a fully aligned system for accelerating growth and strengthening early numeracy.	The campus lacks a vertically aligned approach to strengthening foundational numeracy in K-1 and ensuring mastery-level rigor in grades 3-5. Variability in Tier-1 instruction, limited alignment between MAP learning statements and STAAR mastery expectations, and inconsistent use of targeted intervention cycles have resulted in persistent gaps between MAP and STAAR Masters proficiency levels.
4 ★	Haun Elementary's K-5 reading achievement is strong, yet student growth is inconsistent across grade levels and subgroups, particularly among Quintile 5 students and grades 3-4, where a significant portion of students are performing below their projected MAP growth targets. Current instructional practices and intervention structures are not producing adequate growth acceleration for these groups,	The campus lacks a systematic, data-driven structure for monitoring reading growth across grade levels, particularly for Quintile 5 students and grades 3-4. Inconsistent use of progress-monitoring tools, uneven implementation of Depth & Complexity and SIOP strategies, and variability in Tier-1 instructional alignment have contributed to gaps in student growth despite strong overall achievement.
5 ★	Haun Elementary must revisit and tighten PBIS common-area expectations as part of the improvement cycle. With new staff and students, inconsistent implementation and limited data use have led to uneven behavior expectations, safety concerns, and reduced instructional time.	Staff training, communication, and data systems for PBIS, BRICKS, and the Code of Civility are not fully aligned, resulting in inconsistent expectations and gaps in monitoring campus behavior trends.

★ = 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 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] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [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] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade 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] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [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**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**

Priorities

Priority 1

Pillar 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 May 2027, Haun Elementary will increase K-5 reading growth so that at least 70% of students meet or exceed their projected MAP growth targets, with targeted improvement in Quintile 5 students and grades 3-4, reducing below-growth performance for these groups by 15 percentage points from 2025-2026 baselines.

Performance Target: By May 2027, at least 70% of K-5 students will meet or exceed their projected MAP reading growth targets, and below-growth performance for Quintile 5 students and grades 3-4 will decrease by 15 percentage points compared to 2025-2026 baseline data.

Expected Result: Haun Elementary will demonstrate consistent and accelerated reading growth across all grade levels, with notable improvement among Quintile 5 students and grades 3-4, resulting in fewer students performing below their projected MAP growth targets. Instructional adjustments, targeted intervention cycles, and strengthened Tier-1 alignment will lead to measurable increases in student growth and reduced variability across subgroups.

Strategy 1

Data Monitoring System: Revise and implement a campuswide data-monitoring system requiring every teacher to participate in scheduled data-review meetings to analyze student data, subgroup performance (Eco Dis, SPED), and Meets/Masters trends. Each meeting will result in a documented progress-monitoring plan for every student, ensuring targeted support and maintenance of high achievement.

Staff Responsible for Monitoring: Administrators, Student Support Liaison

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Strategy 2

Depth & Complexity + SIOP Integration: Ensure consistent implementation of Depth & Complexity thinking prompts and SIOP academic-language strategies in all K-5 classrooms to strengthen comprehension, vocabulary development, and rigor for all learners, with emphasis on Quintile 5 students and those performing at Meets/Masters.

Staff Responsible for Monitoring: Administrators, Student Support Liaison, PACE and ESL Specialists

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 3

Targeted Intervention/Enrichment Cycles: Establish 4-week intervention and enrichment cycles using MAP RIT band data to provide targeted small-group instruction for students below growth projections and extension pathways for students already performing at Meets/Masters to maintain high achievement while accelerating growth.

Staff Responsible for Monitoring: Administrators, Student Support Liaison, PACE & ESL Specialists

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 4

Tier-1 Alignment & Instructional Coaching: Strengthen Tier-1 reading instruction through PLC-based planning, coaching cycles, and consistent walkthroughs, including explicit feedback, to ensure alignment to MAP goal areas, TEKS readiness standards, and campus expectations for text complexity, academic discourse, and comprehension routines.

Staff Responsible for Monitoring: Administrators, Student Support Liaison, PACE and ESL Specialists

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 5

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment

data to identify students, provide targeted support and monitor progress to improve student achievement.

Staff Responsible for Monitoring: Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

Problem Statements: Student Learning 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Haun Elementary's K-5 reading achievement is strong, yet student growth is inconsistent across grade levels and subgroups, particularly among Quintile 5 students and grades 3-4, where a significant portion of students are performing below their projected MAP growth targets. Current instructional practices and intervention structures are not producing adequate growth acceleration for these groups,	The campus lacks a systematic, data-driven structure for monitoring reading growth across grade levels, particularly for Quintile 5 students and grades 3-4. Inconsistent use of progress-monitoring tools, uneven implementation of Depth & Complexity and SIOP strategies, and variability in Tier-1 instructional alignment have contributed to gaps in student growth despite strong overall achievement.
2	Haun Elementary's current math growth data reveals inconsistent progress across grade levels, with K-1 students performing below expected foundational numeracy benchmarks and grades 3-5 showing gaps between MAP Masters projections and actual STAAR Masters performance. These disparities indicate that the campus lacks a fully aligned system for accelerating growth and strengthening early numeracy.	The campus lacks a vertically aligned approach to strengthening foundational numeracy in K-1 and ensuring mastery-level rigor in grades 3-5. Variability in Tier-1 instruction, limited alignment between MAP learning statements and STAAR mastery expectations, and inconsistent use of targeted intervention cycles have resulted in persistent gaps between MAP and STAAR Masters proficiency levels.

Priority 2

Pillar 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 May 2027, Haun Elementary will increase K-5 math growth so that at least 75% of students meet or exceed their projected MAP growth targets, with targeted improvement in K-1 foundational numeracy and grades 3-5 mastery gaps, increasing K-1 growth to the 60th percentile and reducing the gap between MAP Masters projections and STAAR Masters by 10 percentage points.

Performance Target: By May 2027, at least 75% of K-5 students will meet or exceed their projected MAP math growth targets, K-1 will reach a minimum of the 60th percentile in growth, and the gap between MAP Masters projections and STAAR Masters performance will decrease by 10 percentage points compared to 2025-2026 baseline data.

Expected Result: Haun Elementary will demonstrate accelerated and consistent math growth across all grade levels, with significant improvement in K-1 foundational numeracy and strengthened mastery alignment in grades 3-5. Students who previously performed below their projected MAP growth targets will show measurable progress, and high-achieving students will maintain or exceed their current proficiency levels through targeted enrichment and rigorous Tier-1 instruction.

Strategy 1

Data Monitoring System: Revise and implement a campuswide math data-monitoring system requiring every teacher to participate in scheduled data-review meetings to analyze student data, subgroup performance (Eco Dis, SPED), and Meets/Masters trends. Each meeting will result in a documented progress-monitoring plan to ensure targeted intervention and maintenance of high achievement.

Staff Responsible for Monitoring: Administrators, Student Support Liaison

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 2

Depth & Complexity + SIOP Integration: Ensure consistent implementation of Depth & Complexity thinking prompts and SIOP academic-language strategies in all K-5 math classrooms to strengthen conceptual understanding, problem-solving discourse, and vocabulary development, especially for Quintile 5, Eco Dis, and SPED students.

Staff Responsible for Monitoring: Administrators, Student Support Liaison, PACE and ESL Specialists

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 3

Targeted Intervention Cycles: Establish 4-week math intervention and enrichment cycles using MAP RIT band data to provide targeted small-group instruction for students below growth projections and extension pathways for students performing at Meets/Masters to maintain high achievement while accelerating growth.

Staff Responsible for Monitoring: Administrators, Student Support Liaison, PACE and ESL Specialists

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 4

Tier-1 Alignment & Instructional Coaching: Strengthen Tier-1 math instruction through PLC-based planning, coaching cycles, and campus walkthroughs to ensure alignment to MAP goal areas, TEKS readiness standards, and campus expectations for problem-solving rigor, numeracy routines, and academic discourse.

Staff Responsible for Monitoring: Administrators, Student Support Liaison, PACE and ESL Specialists

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Strategy 5

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment

data to identify students, provide targeted support and monitor progress to improve student achievement.

Staff Responsible for Monitoring: Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

Problem Statements: Student Learning 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Haun Elementary's K-5 reading achievement is strong, yet student growth is inconsistent across grade levels and subgroups, particularly among Quintile 5 students and grades 3-4, where a significant portion of students are performing below their projected MAP growth targets. Current instructional practices and intervention structures are not producing adequate growth acceleration for these groups,	The campus lacks a systematic, data-driven structure for monitoring reading growth across grade levels, particularly for Quintile 5 students and grades 3-4. Inconsistent use of progress-monitoring tools, uneven implementation of Depth & Complexity and SIOP strategies, and variability in Tier-1 instructional alignment have contributed to gaps in student growth despite strong overall achievement.
2	Haun Elementary's current math growth data reveals inconsistent progress across grade levels, with K-1 students performing below expected foundational numeracy benchmarks and grades 3-5 showing gaps between MAP Masters projections and actual STAAR Masters performance. These disparities indicate that the campus lacks a fully aligned system for accelerating growth and strengthening early numeracy.	The campus lacks a vertically aligned approach to strengthening foundational numeracy in K-1 and ensuring mastery-level rigor in grades 3-5. Variability in Tier-1 instruction, limited alignment between MAP learning statements and STAAR mastery expectations, and inconsistent use of targeted intervention cycles have resulted in persistent gaps between MAP and STAAR Masters proficiency levels.

Priority 3

Pillar 2.3 Increase access and opportunities for students to achieve CCMR readiness status.

Goal 1

By May 2027, Haun Elementary will implement a comprehensive PreK-5 Future Readiness program that increases student and family awareness of future educational and career opportunities, with at least 90% of students participating in grade-level college and career awareness experiences and 85% of families reporting increased awareness of postsecondary pathways as measured by a campus family survey.

Performance Target: By May 2027:

90% of PreK-5 students will participate in grade-level college and career awareness experiences.

85% of families will report increased awareness of postsecondary pathways, as measured by the campus family survey.

Expected Result: Students will develop early and sustained awareness of college, career, and postsecondary pathways through grade-level experiences embedded in instruction and family engagement. Families will report increased knowledge of educational and career opportunities, strengthening the home-school partnership in preparing students for future readiness.

Strategy 1

Structured Family Engagement: Simplify the volunteer sign-up process and provide frequent communication to increase participation. Launch family incentive challenges (e.g., "Trade Hours") to encourage parent involvement in career-awareness activities.

Staff Responsible for Monitoring: Administrators, Counselor

Problem Statements: School Processes & Programs 4

Formative Reviews

November	February	June

Strategy 2

Career Awareness Integration: Implement weekly "Feature a Career Friday" spotlights and host an annual Career Day. Invite parents, community partners, and local businesses to share experiences during lunch, recess, and classroom visits.

Staff Responsible for Monitoring: Administrators, Counselor

Problem Statements: School Processes & Programs 4

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Students and families have limited awareness of the broad range of college, career, and postsecondary pathways available, resulting in limited understanding of future educational and career opportunities.	The campus lacks a comprehensive, systematic approach to integrating college, career, and postsecondary awareness into instruction, family engagement, and community partnerships.

Priority 4

Pillar 4.4: Engage the community through timely, consistent, and innovative communication.

Goal 1

By May 2027, we will increase the cumulative attendance rate of identified student groups by reducing attendance disparities, raising attendance for Economically Disadvantaged students from 93.9% to 95.5%, At-Risk students from 94.8% to 95.8%, and Homeless students from 93.2% to 95.0%, as measured by district attendance reports and six-week attendance monitoring.

Performance Target: By May 2027:

Economically Disadvantaged students will increase attendance from 93.9% to 95.5%.

At-Risk students will increase attendance from 94.8% to 95.8%.

Homeless students will increase attendance from 93.2% to 95.0%.
Progress will be measured through district attendance reports and six-week monitoring cycles.

Expected Result: Haun Elementary will reduce attendance disparities among identified student groups by implementing a systematic monitoring and support framework. As a result, Economically Disadvantaged, At-Risk, and Homeless students will demonstrate improved attendance rates, closing gaps with the overall campus average and ensuring equitable access to instructional time.

Strategy 1

Data Monitoring & Intervention Cycle: Revise the campus attendance monitoring system to include six-week reviews of subgroup data. Require teachers and administrators to develop attendance Student Support Plans (SSPs) for students with chronic absences.

Staff Responsible for Monitoring: Assistant Principal, Counselor, Student Support Liaison, Data Clerk

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Family Engagement & Incentives: Partner with families to address barriers to attendance through simplified communication, parent volunteer opportunities, and incentive programs (e.g., recognition challenges by grade level, "trade hours" initiatives).

Staff Responsible for Monitoring: Assistant Principal, Counselor

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 3

Celebrations & Recognition: Work collaboratively as a campus to create celebrations and incentives for grade levels with the highest attendance and/or lowest tardies. Recognize these groups at each 9-week assembly and highlight them weekly or monthly in campus announcements to build a culture of attendance pride.

Staff Responsible for Monitoring: Administrators, Counselor, Student Support Liaison, Team Leaders

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Barriers such as time constraints, financial pressures, and inaccessible school communications prevent parents from understanding the direct link between their involvement and their child's academic success. As a result, poor communication channels isolate families from the school community, leaving students without the collaborative support needed to achieve their potential.	The campus lacks a consistent, intentional system for engaging families through accessible, two-way communication and meaningful learning partnerships that support student achievement.

Priority 5

Pillar 4.2: Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By May 2027, we will strengthen consistent implementation of PBIS common-area procedures and BRICKS (Guidelines for Success) expectations to improve campus safety, order, and instructional time.

Performance Target: By May 2027, Haun Elementary will show measurable improvement in PBIS implementation, including:

A 15% increase in staff-reported consistency of PBIS procedures on campus climate surveys.

A 20% reduction in Review 360 teacher-managed and office referrals occurring in common areas.

A 10% increase in positive BRICKS-aligned behaviors observed during scheduled common-area walkthroughs.

Expected Result: Haun Elementary will demonstrate greater consistency and effectiveness in PBIS practices across all common areas, resulting in improved student behavior, increased staff confidence in PBIS systems, and fewer disruptions that reduce instructional time.

Strategy 1

Clear, recurring PBIS updates and expectations through weekly communication and PLCs.

Staff Responsible for Monitoring: PBIS Team, Administration

Problem Statements: School Processes & Programs 5

Formative Reviews

November	February	June

Strategy 2

Analyze common-area walkthrough data and Review 360 trends every six weeks.

Staff Responsible for Monitoring: PBIS Team, Administration

Problem Statements: School Processes & Programs 5

Formative Reviews

November	February	June

Strategy 3

Consistent staff training, communication, and shared expectations on the PISD Code of Civility to reinforce respectful, professional interactions and PBIS consistency.

Staff Responsible for Monitoring: PBIS Team, Administration

Problem Statements: School Processes & Programs 5

Formative Reviews

November	February	June

Strategy 4

Provide explicit instruction and reinforcement cycles for BRICKS expectations with students during Character Strong and guidance lessons, assemblies, and reteach weeks.

Staff Responsible for Monitoring: Counselor, PBIS Team, Administration

Problem Statements: School Processes & Programs 5

Formative Reviews

November	February	June

Strategy 5

PBIS quick-guide for substitutes to ensure continuity of expectations.

Staff Responsible for Monitoring: PBIS Team, Administration, Team Leaders

Problem Statements: School Processes & Programs 5

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	Haun Elementary must revisit and tighten PBIS common-area expectations as part of the improvement cycle. With new staff and students, inconsistent implementation and limited data use have led to uneven behavior expectations, safety concerns, and reduced instructional time.	Staff training, communication, and data systems for PBIS, BRICKS, and the Code of Civility are not fully aligned, resulting in inconsistent expectations and gaps in monitoring campus behavior trends.