Plano Independent School District

Hughston Elementary

2019-2020

Accountability Rating: A

Board Approval Date: October 1, 2019

Mission Statement

At Hughston our mission is to inspire all students to reach their full potential.

Vision

We believe the most promising strategy for achieving our mission of our school, is to develop our capacity to work as a professional learning community.

We will be:

- reflective and monitor best practices

- risk taker & open minded

- supportive & positive

- transparent and embrace all Hughston students as "Our Responsibility"

- commitmented to academic success of all

- working collaboratively

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 31, 2019

Demographics

Demographics Strengths

- Attendance rate is 97.2% which is higher than the district average of 96.7%.
- The staff diversity is reflective of the student population.
- 39% of the staff at Hughston has between 11-20 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student diversity is minimal based on demographics data. **Root Cause**: Based on demographics data, the ELL students has decreased by over 50%.

Student Academic Achievement

Student Academic Achievement Strengths

- Kindergarten students in quintiles 4 and 5 show great growth as compared to district in reading and math.
- Student in quintile 2 in first grade, grew in math and no student scored below expected projected grow.
- Students in second grade, quintile 1 for reading, show tremendous student growth.
- First grade students in quintile 4 grew in reading.
- Overall Hughston students score above national projected growth measures n science.
- Overall as a campus we score within the boundaries of district expected growth measures for reading, math and science.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Data from TEA School Report Card, MAP and STAAR growth analysis shows evidence that the number of students exceeding growth measures have decreased. **Root Cause**: Student enrollment has dropped from 371 to 354 students in the 2019-2020 school year. Our sub populations such as ELL, low socioeconomic are small groups of 5 students are less.

School Processes & Programs

School Processes & Programs Strengths

- Commitment to providing an excellent education to all students
- Teachers and parents have open communication
- Mustang-time is a part of the instructional day that is utilized to target individual students strengths and needs
- Teachers are empowered to collaborate with administrators to help continuously improve the campus
- Surveys are used to gather data from the community and all stakeholders
- SEL strategies are incorporated into the instructional day to support students
- Curriculum and state standards are part of the collaborative planning process
- Teachers get additional time to plan for intentional instruction for their teams

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A stronger professional learning community needs to be maintained and a common understanding of research based instructional strategies need to be defined to differentiate instruction for our variety of learners. **Root Cause**: Student growth in quintile 1 math students and the number students that obtained meets and masters in STAAR in third grade is lower than the district standard.

Perceptions

Perceptions Strengths

- Campus communication systems support families and students - information about safety procedures practiced with students and community in various ways- Facebook, eNews, website with Quick Tip.
- School climate is positive and fosters respectful relationship between school and community
- Parents and the community perceive that staff is committed to student success
- Families regularly attend school functions and volunteers are utilized across the campus
- Teachers feel supported and celebrated
- Staff and families believe that Hughston is a safe place for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to communicate to parents about specific class feedback. **Root Cause**: Parent surveys given in spring 2019 state that parents would like more individualized class feedback.

Priority Problem Statements

Problem Statement 1: Data from TEA School Report Card, MAP and STAAR growth analysis shows evidence that the number of students exceeding growth measures have decreased.

Root Cause 1: Student enrollment has dropped from 371 to 354 students in the 2019-2020 school year. Our sub populations such as ELL, low socioeconomic are small groups of 5 students are less.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: A stronger professional learning community needs to be maintained and a common understanding of research based instructional strategies need to be defined to differentiate instruction for our variety of learners.

Root Cause 2: Student growth in quintile 1 math students and the number students that obtained meets and masters in STAAR in third grade is lower than the district standard.

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Observation Survey 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 28, 2019

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 1: The campus will increase the number of students by 2% to meet or exceed projected growth report on MAP K-5.

Evaluation Data Source(s) 1: K-5 MAP Projected Growth Report 2020

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Monitor students progress by analyzing Boy, MOY and EOY Map growth.	Fourth grade Fifth grade	The number of students meeting projected growth will increase by 10%. Promote application of student understanding by applying learning through cross curricular connections weekly.	25%	75%	75%
	Problem Statements: Student Academic Achievement 1				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
2) Differentiated instruction in content, processes, and procedures to meet the needs of all learners.	Third grade team, Fourth grade team	Increase the number of small group instructional lesson per week with targeted lessons. Create Unit Pre- Assessments from previous grade level standards to differentiate instruction. Implement unit common formative assessments to create exemplars and calibrate instruction. Track student progress with multiple data sources.	35%	75%	75%
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
3) Increase knowledge and implementation of guided reading practices and balanced literacy approach.	K-2 grade	Students will increase instructional reading levels and comprehension on or above grade level. Differentiate literacy stations with at least 3 levels of learning for independent writing, word study and independent reading stations. Analyze reading behaviors to leverage reading growth through the levels. Collaborate when planning shared, interactive and independent writing activities.	50%	75%	75%
Problem Statements: School Processes & Programs 1					
4) Utilize effective behavior strategies, positively reinforced routines, and procedures implemented across the learning environment.	Specials team and special education team	Students will be fully engaged in the content and curriculum with decreased behaviors. Establish routines and procedures documented in the quick checks of the instructional model.	25%	75%	75%
Problem Statements: Student Academic Achievement 1					
5) Use strategies to deepen and apply student understanding to build cross curricular connections.	Fourth and Fifth grade teachers	Promote application of student understanding by applying learning through cross curricular connections weekly.	20%	75%	75%
Problem Statements: Student Academic Achievement 1					
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Data from TEA School Report Card, MAP and STAAR growth analysis shows evidence that the number of students exceeding growth measures have decreased. **Root Cause 1**: Student enrollment has dropped from 371 to 354 students in the 2019-2020 school year. Our sub populations such as ELL, low socioeconomic are small groups of 5 students are less.

School Processes & Programs

Problem Statement 1: A stronger professional learning community needs to be maintained and a common understanding of research based instructional strategies need to be defined to differentiate instruction for our variety of learners. **Root Cause 1**: Student growth in quintile 1 math students and the number students that obtained meets and masters in STAAR in third grade is lower than the district standard.

Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: The campus will utilize the collaborative team framework to effectively design and implement an instructional plan that will increase the weighted average on the HRS Level 2 survey, Effective Teaching in Every Classroom (HRS).

Evaluation Data Source(s) 2: Hughston's Model of Instruction plan
walk-through data
HRS Level 2 Survey Results
extended planning agendas
LIFT Team minutes and reflections

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: This Performance Objective will be reevaluated and a determination will be made whether to continue this CPO in the 2020-21 CIP process.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create an Instructional Snapshot to address the student achievement performance objective.	Principal Asst. Principal	Unified and clear understanding of indicators that will increase the number of students meeting or exceeding their expected growth.	80%	90%	95%
Problem Statements: School Processes & Programs 1					
2) The Collaborative Team framework will be implemented with fidelity through-out teams.	Principal Asst. Principal Inst. Specialist Pace Specialist	Structure and processes consistent with the Highly Reliable school framework.	70%	90%	95%
Problem Statements: Student Academic Achievement 1					
3) Develop walk through reflective feedback that monitors and documents the strategies in the Instructional Snapshot.	Teachers	Shared understanding and awareness of the Instructional Snapshot.	10%	90%	90%
Problem Statements: Student Academic Achievement 1					
4) Educators will understand and use strategies from the "New Art and Science of Teaching" by Marzano during a campus wide book study.	All staff	Consistent academic vocabulary and implementation of research based instructional practices that directly impact student achievement.	70%	85%	85%
Problem Statements: School Processes & Programs 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
5) Implement effective instruction	Principal Asst. Principal All Teachers	-Unpacking Learning Unit Plan protocol -Differentiated small group instruction -Common formative assessment -Direct instruction in academic vocabulary	60%	85%	85%
	Problem Statements: Student Academic Achievement 1				
6) Utilize SMART goal format to align campus, team and teacher professional goal to ensure student growth.	Principal Asst. Principal Teacher	Teachers analyze student data to determine needs of the students. Teachers create team goal to address specific area of need to focus on for the grade level. Teacher create professional goal to address learning needed for student achievement.	20%	80%	80%
	Problem Statements: School Processes & Programs 1				

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Data from TEA School Report Card, MAP and STAAR growth analysis shows evidence that the number of students exceeding growth measures have decreased. **Root Cause 1**: Student enrollment has dropped from 371 to 354 students in the 2019-2020 school year. Our sub populations such as ELL, low socioeconomic are small groups of 5 students are less.

School Processes & Programs
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Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Campus Based Leadership Team

Committee Role	Name	Position
Classroom Teacher	Lauren Peterson	Faculty Member
Classroom Teacher	Julie English	Faculty Member
Classroom Teacher	Linda Martin	Faculty Member
Classroom Teacher	Cauhape Nykol	Faculty Member
Classroom Teacher	Donna Bui	Faculty Member
Classroom Teacher	Dana Pope	Faculty Member
Administrator	Carrie D'Argo	Principal
Non-classroom Professional	Elena Helms	Assistant Principal
Non-classroom Professional	Pam Hart	Counselor
Parent	Shelley Budke	PTA President-Parent
Parent	Terri Crowsom	Parent
Parent	Emily Rollins	Parent
Parent	Ben Latham	Parent
Parent	Cristen Graf	Parent
Parent	Tami Pruett	Parent
Business Representative	Groggy Dog	Business Representative
Business Representative	Dr. Gerald Crain	Business Representative
Community Representative	Mike Donahoo	Community member
Community Representative	Evan Wells	Community Member
District-level Professional	Sarah Burton	District Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** **Staff Prevention** • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations **Staff Education** • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process **Staff Intervention** • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies **Student Prevention** • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas **Student Education** • Explain referral process/contacts • Anonymous Tip Line **Student Intervention** • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students	TEC 11.252(a)(3)(E)	Principal	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
2. Coordinated Health Program **Coordinated School Health** • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** • K-8 Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time.	TEC 11.253(d) Board Policy FFA(Local)	Principal	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• K-5 Ensure students are receiving daily unstructured play during recess. • K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** • K-8 Monitor attendance of students and follow up on prominent and chronic absences.			
3. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local	ESSA	Principal	
4. **Parent Involvement** • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local • Utilize social media to keep parents and community informed. Funding source: State and Local • PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local • Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local • Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		Principal	