

Plano Independent School District

Hunt Elementary

2019-2020

Accountability Rating: A



Board Approval Date: October 1, 2019

Mission Statement

Martha Hunt Elementary is dedicated to academic excellence in a child focused environment where all children can succeed.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Diverse student body
- Low mobility
- High attendance
- Highly involved PTA and supportive families

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have not surveyed within the last two academic years to determine if our current methods for communication between school and home are meeting the needs of all stakeholders. **Root Cause:** As a campus, we have not prioritized the need to collect recent information.

Student Academic Achievement

Student Academic Achievement Strengths

- Strong "approaches," "meets," and "mastery" achievement percentages on STAAR as well as MAP growth campus to district comparisons
- Strong performance on State A-F accountability reporting
- Strong performance on student growth and demonstrated by School Progress Domain II and percentage of students achieving "expected" and "accelerated progress" on STAAR
- Achieved significant increases in "mastery" achievement on Math STAAR

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A gap exists between Hunt's percent of students achieving a mastery level on Reading STAAR and the highest achieving schools in Plano ISD. **Root Cause:** There is a continued need to refine teacher use of assessments and our implementation of a balanced literacy model in reading and language arts instruction.

School Processes & Programs

School Processes & Programs Strengths

- Experienced teaching and administrative staff
- Low teacher turnover
- Utilization of a PLC process by highly collaborative teams
- 1 to 1 Web computer access for each student and staff member

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The High Reliability Schools Model: Survey of staff Level II, Effective Teaching in Every Classroom demonstrated a need to grow teachers' understanding of an instructional model, including understanding of included instructional actions and development of a common language. **Root Cause:** Teachers do not have a common understanding of the meaning and use of each instructional action within the new Plano ISD instructional model.

Perceptions

Perceptions Strengths

- Strong Student Positive Behavior Support System - evaluated through student surveys
- Highly collaborative staff - evaluated through control staff survey and collaborative team rating scales
- Strong feelings of security among students and staff - evaluated through student and staff safety surveys
- A structured plan for providing students with a strong foundation in social and emotional learning
- Differentiated learning opportunities within an aligned district curriculum written by classroom teachers and specialists
- High expectations and success in academic growth and achievement for all - Texas Accountability System
- Desire to continually grow and improve

Problem Statements Identifying Perceptions Needs

Problem Statement 1: All teachers need a deep understanding of antecedent, behavior, and consequence theory as well as best practices in implementation of the campus positive behavior support system and creation of individualized behavior plans. **Root Cause:** Not all teachers are well prepared to provide intervention when students are exhibiting significant behavioral challenges.

Priority Problem Statements

Problem Statement 1: A gap exists between Hunt's percent of students achieving a mastery level on Reading STAAR and the highest achieving schools in Plano ISD.

Root Cause 1: There is a continued need to refine teacher use of assessments and our implementation of a balanced literacy model in reading and language arts instruction.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The High Reliability Schools Model: Survey of staff Level II, Effective Teaching in Every Classroom demonstrated a need to grow teachers' understanding of an instructional model, including understanding of included instructional actions and development of a common language.

Root Cause 2: Teachers do not have a common understanding of the meaning and use of each instructional action within the new Plano ISD instructional model.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- TTESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: September 05, 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: Hunt ES will grow student learning in Reading as evidenced by an increase in the students scoring "meets" and "masters."

Evaluation Data Source(s) 1: Reading STAAR

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: With insufficient evidence to determine if goal has been achieved, it would be advisable to maintain it into the 20-21 school year with the analysis of strategies to determine if revisions or additions are necessary.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Teachers will be oriented to new Texas English Language Arts and Reading knowledge and skills, revised PISD curriculum, and recently adopted ELAR instructional materials.</p>	Instructional Specialist, Campus Balanced Literacy Facilitators	Improve teachers understanding of TEKS' knowledge and skills statements and student expectations in order to facilitate effective collaborative instructional planning and resource selection.			
Problem Statements: Student Academic Achievement 1					
<p>TEA Priorities Build a foundation of reading and math</p> <p>2) Teams will continue to improve in effective design of common formative assessments and the frequency with which assessments performed.</p>	Campus Administrators, Collaborative Teams	Improved frequency and use of data to evaluate learning and plan or adapt instruction.			
Problem Statements: Student Academic Achievement 1					
<p>TEA Priorities Build a foundation of reading and math</p> <p>3) As a collaborative team, grade levels will analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning.</p>	Campus Administrators, Collaborative Teams	Improved instructional effectiveness and student learning			
Problem Statements: Student Academic Achievement 1					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>4) As a collaborative team, Campus Balanced Literacy Facilitators will work with grade level representatives to review new and revised resources along with currently utilized resources to identify those likely to promote accelerated or deeper comprehension and critical thinking.</p>	Campus Administrators, Campus Balanced Literacy Facilitators	Improved instructional effectiveness and student learning			
Problem Statements: Student Academic Achievement 1					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>5) To grow in our ability to implement PISD's Instructional Model with fidelity, staff members will engage in a study of The New Art and Science of Teaching, to establish a common understanding of included research based instructional practices and the development of a consistent language to be used in collaborative discussions and planning.</p>	Campus Leadership Team	Improved instructional effectiveness and student learning.			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>6) Teachers will be provided with classroom walk through feedback directed to PISD's Instructional Model to reinforce and refine inclusion of research based, best practice.</p>	Campus Administrators	Improved instructional effectiveness and student learning			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>7) Teachers will participate in peer and self observations and response using recorded classroom instruction. Identified instructional strategies from the PISD Instructional Model will be highlighted and utilized to refine practice.</p>	Campus Administrators	Improved instructional effectiveness and student learning			
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1					
= Accomplished = No Progress = Discontinue					

Performance Objective 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: A gap exists between Hunt's percent of students achieving a mastery level on Reading STAAR and the highest achieving schools in Plano ISD. Root Cause 1: There is a continued need to refine teacher use of assessments and our implementation of a balanced literacy model in reading and language arts instruction.</p>

School Processes & Programs

Problem Statement 1: The High Reliability Schools Model: Survey of staff Level II, Effective Teaching in Every Classroom demonstrated a need to grow teachers' understanding of an instructional model, including understanding of included instructional actions and development of a common language. **Root Cause 1:** Teachers do not have a common understanding of the meaning and use of each instructional action within the new Plano ISD instructional model.










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: Hunt ES will continue to grow in the equity of experiences and achievement across classrooms measured by increased percentages of students achieving "meets" and "masters."

Evaluation Data Source(s) 2: STAAR Results by classroom
 Administrator walkthrough data
 Teacher Survey of Level II - Effective Teaching in Every Classroom

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: With insufficient evidence to determine if goal has been achieved, it would be advisable to maintain it into the 20-21 school year with the analysis of strategies to determine if revisions or additions are necessary.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>1) To grow in our ability to implement PISD's Instructional Model with fidelity, staff members will engage in a study of The New Art and Science of Teaching, to establish a common understanding of included research based instructional practices and the development of a consistent language to be used in collaborative discussions and planning.</p>	Campus Leadership Team	Improved instructional effectiveness and student learning.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>2) Teachers will be provided with classroom walk through feedback directed to PISD's Instructional Model to reinforce and refine inclusion of research based, best practice.</p>	Campus Administrators	Improved instructional effectiveness and student learning.			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1				
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>3) Teachers will participate in peer and self observations and response using recorded classroom instruction. Identified instructional strategies from the PISD Instructional Model will be highlighted and utilized to refine practice.</p>	Campus Administrators	Improved instructional effectiveness and student learning			
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
	 = Accomplished  = No Progress  = Discontinue				

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: A gap exists between Hunt's percent of students achieving a mastery level on Reading STAAR and the highest achieving schools in Plano ISD. Root Cause 1: There is a continued need to refine teacher use of assessments and our implementation of a balanced literacy model in reading and language arts instruction.
School Processes & Programs
Problem Statement 1: The High Reliability Schools Model: Survey of staff Level II, Effective Teaching in Every Classroom demonstrated a need to grow teachers' understanding of an instructional model, including understanding of included instructional actions and development of a common language. Root Cause 1: Teachers do not have a common understanding of the meaning and use of each instructional action within the new Plano ISD instructional model.

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: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.

Goal 4: 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.

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Arron Moeller	Principal
Administrator	Elly Ried	Asst. Principal
Non-classroom Professional	Mary Duncan	Counselor
Classroom Teacher	Candy Kern	Kinder teacher
Classroom Teacher	Kaylee Smith	Fourth Grade teacher
Classroom Teacher	Jennifer Grether	First Grade Teacher
Classroom Teacher	Rebecca Feldman	Sped. Teacher
Classroom Teacher	Anna Cordova	ESL Teacher
Business Representative	Amir FARAHMAND	Business owner
Community Representative	Donna Brown	community member
Community Representative	Jerry Cowan	community member
Classroom Teacher	Sherri Mullins	Fifth Grade Teacher
Classroom Teacher	Amanda Pavel	Fourth Grade Teacher
Parent	Aruba Shaikh	Parent
Parent	Rumana Saiyed	Parent
Parent	Jennifer Rickard	Parent
Parent	Rashimi Sheiru	Parent
Business Representative	Enrique Mortel	Business owner
Parent	Felisha Payne	PTA President
Classroom Teacher	Miranda Delgado	Teacher
Parent	Beatrice Fankem	Parent

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)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> • Identify high risk areas • Monitor high risk areas • Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> • Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking • Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> • Establish recommended intervention strategies for classroom/campus • Implement campus referral plan • Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> • Clearly state student expectations/campus rules/citizenship • Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> • Explain referral process/contacts • Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> • Apply classroom interventions • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • 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. <p>Fitness</p> <ul style="list-style-type: none"> • 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. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • 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. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • 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	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> • 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	