Plano Independent School District

Hughston Elementary

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: October 20, 2020

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: September 10, 2020

Demographics

Demographics Strengths

- Attendance rate is 97.2% which is higher than the district average of 96.7%.
- 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 (Prioritized): Student diversity is minimal based on demographics data. **Root Cause:** Based on demographics data, the ELL students has decreased by over 50%.

Student Learning

Student Learning Summary

Hughston Elementary Goals Including HB3 Goals: (see tables in addendum): Individual goals are set for each student group with the expectation of high standards as well as to narrow the gap between each group and the All Students group. If the student group is below the All Students group, that student group's goal for 2024 is to narrow the performance gap by half as well as meet the overall percentage increase in the STAAR Meets Grade Level performance required for the All Students group.

Student Learning Strengths

- Kindergarten students in quintiles 4 and 5 show great growth as compared to the district in reading and math.
- Students 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 Learning Needs

Problem Statement 1 (Prioritized): 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 310 students in the 2020-21 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 (Prioritized): 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, campus website with Quick Tip.
- School climate is positive and fosters a 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 (Prioritized): 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: Student diversity is minimal based on demographics data.

Root Cause 1: Based on demographics data, the ELL students has decreased by over 50%.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 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 2: Student enrollment has dropped from 371 to 310 students in the 2020-21 school year. Our sub populations such as ELL, low socioeconomic are small groups of 5 students are less.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 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 3: 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 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to communicate to parents about specific class feedback.

Root Cause 4: Parent surveys given in spring 2019 state that parents would like more individualized class feedback.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
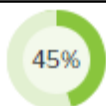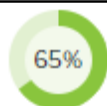
Goals

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Hughston 3rd grade students that score meets grade level or above on STAAR Reading will increase from 61% in 2019 to 63% by June 2021. The Special Education student group performance will increase from 33% in 2019 to 36% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiated instruction in the areas of content, processes and procedures to meet the needs of all learners.	**Formative**		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	40%	55%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement guided reading, small group instruction through a Balanced Literacy Approach.	**Formative**		
Strategy's Expected Result/Impact: An increase in the number of students reading on grade level as measured by the reading records. **Staff Responsible for Monitoring:** Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	40%	65%	80%

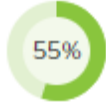| Strategy 3 Details	Formative Reviews		
Strategy 3: Build K-2/SPED teacher capacity through successful participation in TEA Reading Academy.	**Formative**		
Strategy's Expected Result/Impact: An increase in the number of students reading on grade level as measured by the reading records. **Staff Responsible for Monitoring:** Principal/Assistant Principal **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	45%	65%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement instructional strategies for teaching essential unit vocabulary in a meaningful way.	Formative		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP.	Nov	Feb	June
Staff Responsible for Monitoring: Grade Level Teachers SPED Teachers **TEA Priorities:** Build a foundation of reading and math	40%	65%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase implementation of common formative assessments strategies.	Formative		
Staff Responsible for Monitoring: Grade Level Teachers	Nov	Feb	June
TEA Priorities: Build a foundation of reading and math	35%	65%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement the collaborative team framework with fidelity throughout all team planning sessions.	Formative		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP.	Nov	Feb	June
Staff Responsible for Monitoring: Principal and Assistant Principal **TEA Priorities:** Build a foundation of reading and math	40%	65%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 2: The percent of Hughston students that score Meets grade level or above on STAAR Reading 3-5 will increase from 68% in 2019 to 70% by June 2021. The Economically Disadvantaged student group performance will increase from 39% in 2019 to 44% in 2021.

    Evaluation Data Sources: 2020-21 Reading STAAR

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiated instruction in the areas of content, processes and procedures to meet the needs of all learners.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers	**Nov**	**Feb**	**June**
SPED Teachers ESL/PACE Teachers **TEA Priorities:** Build a foundation of reading and math	55%	65%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement guided reading, small group instruction through a Balanced Literacy Approach.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers	**Nov**	**Feb**	**June**
TEA Priorities: Build a foundation of reading and math	45%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Build K-2/SPED teacher capacity through successful participation in TEA Reading Academy.	**Formative**		
Staff Responsible for Monitoring: Principal/Assistant Principal	**Nov**	**Feb**	**June**
TEA Priorities: Build a foundation of reading and math	45%	65%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement instructional strategies for teaching essential unit vocabulary in a meaningful way.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers	**Nov**	**Feb**	**June**
SPED Teachers **TEA Priorities:** Build a foundation of reading and math	50%	65%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Increase implementation of common formative assessments strategies.	Formative		
Staff Responsible for Monitoring: Grade Level Teachers	Nov	Feb	June
	55%	70%	100%

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement the collaborative team framework with fidelity throughout all team planning sessions.	Formative		
Staff Responsible for Monitoring: Grade Level Teachers	Nov	Feb	June
	40%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

Performance Objective 3: The percent of Hughston students that score Meets grade level or above on STAAR Writing 4 will increase from 54% in 2019 to 56% by June 2021. The Special Education student group performance will increase from 38% in 2019 to 40% in 2021.

    Evaluation Data Sources: 2020-21 Writing STAAR

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiated instruction in the areas of content, processes and procedures to meet the needs of all learners.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers	**Nov**	**Feb**	**June**

SPED Teachers
    ESL/PACE Teachers
    TEA Priorities: Build a foundation of reading and math
	45%	70%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement writing instruction through a Balanced Literacy Approach.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers	**Nov**	**Feb**	**June**
	45%	70%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Build K-2/SPED teacher capacity through successful participation in TEA Reading Academy.	**Formative**		
Staff Responsible for Monitoring: Principal/Assistant Principal	**Nov**	**Feb**	**June**
TEA Priorities: Build a foundation of reading and math	50%	75%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase the implementation of common formative assessment strategies.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers	**Nov**	**Feb**	**June**
TEA Priorities: Build a foundation of reading and math	45%	70%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement the collaborative team framework with fidelity throughout all team planning sessions.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Feb**	**June**
	35%	70%	100%
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue			
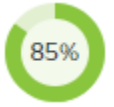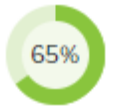
Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 1: HB3 - The percent of Hughston 3rd grade students that score meets grade level or above on STAAR Math will increase from 57% in 2019 to 58% by June 2021. The Special Education student group performance will increase from 33% in 2019 to 36% in 2021.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiated instruction in the areas of content, processes and procedures to meet the needs of all learners.	Formative		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Grade Level teachers SPED Teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	50%	80%	85%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement instructional strategies for teaching essential unit vocabulary in a meaningful way.	Formative		
Staff Responsible for Monitoring: Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	35%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the collaborative team framework with fidelity throughout all team planning sessions.	Formative		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	35%	70%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase implementation of common formative assessments strategies.	Formative		
Staff Responsible for Monitoring: Grade Level teachers SPED Teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June
	45%	65%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: Grade level teams will utilize Lead4ward materials, Response to COVID Impact on Standards document and scope and sequences alignment materials to identify learning misconceptions and educational gaps to close.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Hughston Leadership Team	50%	65%	100%

0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue

Hughston Elementary
Generated by Plan4Learning.com

17 of 3

Campus #043-910-114
June 23, 2021 3:37 PM

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

Performance Objective 2: The percent of Hughston students that score Meets grade level or above on STAAR Math 3-5 will increase from 75% in 2019 to 76% by June 2021. The Hispanic student group performance will increase from 43% in 2019 to 47% in 2021.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Differentiated instruction in the areas of content, processes and procedures to meet the needs of all learners.	**Formative**		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Grade Level Teachers SPED Teachers	Nov	Feb	June
	40%	65%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement instructional strategies for teaching essential unit vocabulary in a meaningful way.	**Formative**		
Staff Responsible for Monitoring: Grade Level Teachers	Nov	Feb	June
	30%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement the collaborative team framework with fidelity throughout all team planning sessions.	**Formative**		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Grade Level Team Leaders	Nov	Feb	June
	25%	65%	100%

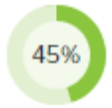| Strategy 4 Details	Formative Reviews		
Strategy 4: Increase implementation of common formative assessments strategies.	**Formative**		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Hughston Leadership Team	Nov	Feb	June
	45%	65%	100%

Strategy 5 Details	Formative Reviews

Strategy 5: Grade level teams will utilize Lead4ward materials, Response to COVID Impact on Standards document and scope and sequences alignment materials to identify learning misconceptions and educational gaps to close.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Hughston Leadership Team	35%	65%	100%

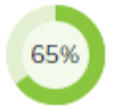| 0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2019 to 2021.

Performance Objective 1: The percent of Hughston students that score Meets grade level or above on STAAR Science 5 will increase from 64% in 2019 to 66% by June 2021. The Economically Disadvantaged student group performance will increase from 27% in 2019 to 31% in 2021.

    Evaluation Data Sources: 2020-21 Science STAAR

    Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use strategies to deepen and apply student understanding making cross curricular connections.	**Formative**		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Grade Level Teachers	**Nov**	**Feb**	**June**
	45%	65%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the collaborative team framework with fidelity throughout all team planning sessions	**Formative**		
Staff Responsible for Monitoring: Grade level teachers	**Nov**	**Feb**	**June**
	40%	65%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement instructional strategies for teaching essential unit vocabulary in a meaningful way.	**Formative**		
Strategy's Expected Result/Impact: An increase in the number of students reading on grade level as measured by the reading records. **Staff Responsible for Monitoring:** Grade Level Teachers	**Nov**	**Feb**	**June**
	40%	70%	100%

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase implementation of common formative assessments strategies.	**Formative**		
Strategy's Expected Result/Impact: An increase in the percent of students projected to be at the Meets level on STAAR as measured by MAP. **Staff Responsible for Monitoring:** Grade Level Teachers	**Nov**	**Feb**	**June**
	50%	70%	100%

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Carrie D'Argo	Principal
Administrator	Elena Helms	Professional Staff Member and AP
Classroom Teacher	Devon Ryan	Faculty Member
Classroom Teacher	Heather Ressler	Faculty Member
Classroom Teacher	Katie Meredith	Faculty Member
Classroom Teacher	Lori Turnbull	Faculty Member
Classroom Teacher	Mackenzie Thompson	Faculty Member
Non-classroom Professional	Dana Pope	Professional Staff Member
Non-classroom Professional	Donna Bui	Professional Staff Member
Non-classroom Professional	Katy Brandeland	Support Staff Member
Classroom Teacher	Nykol Cauhape	Faculty Member
Parent	Susan Coffman	Parent
Parent	Shelley Budke	Parent
Parent	Cristen Graf	Parent
Parent	Tami Pruett	Parent
Parent	Teri Crowson	Parent - PTA President
Parent	Emily Rollins	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	Dawne Niethamer	District Level Member

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

2019 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.

2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

Campus 2024 Goal for each student group based on the increase for each group required at the district level.

Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	75	52	72				33	37	39		33	70	61	68
2020	77	54	72				34	38	41		35	70	62	69
2021	79	57	73				36	40	44		37	71	64	70
2022	82	60	74				37	42	48		39	72	66	72
2023	86	65	75				40	44	53		43	73	69	74
2024	91	70	76				43	47	59		47	74	73	76

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019	75	43	80				67	60	52		67	74	77	75
2020	77	45	80				68	61	54		68	74	78	76
2021	79	47	81				69	63	56		69	75	79	76
2022	82	50	81				70	65	59		71	75	81	77
2023	86	54	82				71	67	63		73	76	83	79
2024	91	59	83				73	70	68		76	77	86	80

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

Hughston

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Reading

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		5	37					9				41	8	49
2019		60	65					33				66	38	61
2020		62	65					34				66	39	62
2021		65	66					36				67	41	63
2022		68	67					38				68	43	65
2023		73	68					40				69	46	67
2024		78	69					43				70	50	69

District Goals for Grade 3 STAAR

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

HB3 Early Childhood Campus Goals - Grade 3 STAAR at Meets Standard

2019 Rates: Based on percent of students at STAAR Grade 3 Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2019 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2024 Goal for each student group based on the increase for each group required at the district level.
Target for interim years based achieving increases of 12% in 2020, 15% in 2021, 18% in 2022, 25% in 2023, and 30% in 2024 of the required overall increase from 2019 to 2024.

Mathematics

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2019 # of Students		5	37					9				41	8	49
2019		0	65					33				54	75	57
2020		2	65					34				54	76	58
2021		4	66					36				55	77	58
2022		7	66					38				55	79	59
2023		11	67					40				56	81	61
2024		16	68					43				57	84	62

District Goals for Grade 3 STAAR

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
District 2019 Baseline	43	44	72	71	85	-	63	40	43	57	58	67	57	65
District 2024 Goal	59	60	75	74	88	70	69	50	59	66	67	70	66	70
District Increase 2019 to 2021	4	4	1	1	1	2	2	3	4	2	2	1	2	2
District Increase 2019 to 2024	16	16	3	3	3	5	6	10	16	9	9	3	9	5

Hughston - STAAR Grade 4 Writing

The percent of 4th grade students that score Meets grade level or above on STAAR Writing Grade 4 will increase from 54% in 2019 to 56% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
55% 2019 Baseline: 54%	56%	58%	60%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	30	58	*	*	*	*	38	13	*	*	59	25	54
2020	*	32	58	*	*	*	*	39	15	*	*	59	26	55
2021	*	34	59	*	*	*	*	40	18	*	*	60	28	56
2022	*	38	59	*	*	*	*	42	22	*	*	60	30	58
2023	*	42	60	*	*	*	*	45	27	*	*	61	33	60
2024	*	48	62	*	*	*	*	48	33	*	*	63	36	62
2019-2021	*	4	1	*	*	*	*	2	5	*	*	1	3	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	2	0	1	0	1	1	1	2	1	1	0	1	1
2021	4	4	1	4	1	2	2	2	5	3	3	1	3	2
2022	7	8	1	7	1	4	4	4	9	5	6	1	5	4
2023	11	12	2	11	2	6	6	7	14	8	9	2	8	6
2024	16	18	4	16	4	8	9	10	20	11	14	4	11	8

Hughston - STAAR Grade 5 Science

The percent of 5th grade students that score Meets grade level or above on STAAR Science Grade 5 will increase from 64% in 2019 to 66% by June 2021.

Yearly Target Goals

2020	2021	2022	2023	2024
65% 2019 Baseline: 64%	66%	67%	68%	69%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	All
2019 Baseline	*	50	65	*	*	*	*	46	27	*	*	65	60	64
2020	*	51	65	*	*	*	*	47	28	*	*	65	61	65
2021	*	54	65	*	*	*	*	48	31	*	*	65	62	66
2022	*	56	66	*	*	*	*	50	34	*	*	66	64	67
2023	*	60	66	*	*	*	*	53	38	*	*	66	66	68
2024	*	65	67	*	*	*	*	56	43	*	*	67	69	69
2019-2021	*	4	0	*	*	*	*	2	4	*	*	0	2	2
2019 Baseline	100	100	100	100	100	100	100	100	100	100	100	100	100	100
2020	1	1	0	0	0	1	0	1	1	1	1	0	1	1
2021	4	4	0	0	0	2	1	2	4	2	2	0	2	2
2022	7	6	1	1	1	3	2	4	7	4	3	1	4	3
2023	11	10	1	1	1	4	4	7	11	6	5	1	6	4
2024	16	15	2	2	2	5	6	10	16	9	8	2	9	5

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.

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	**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	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**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 Campuses Only: 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	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	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. ● 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.		
Principal	**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	**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		