

# Plano Independent School District

## Huffman Elementary

**2020-2021**



**THE IB WORLD SCHOOL  
AT HUFFMAN ELEMENTARY**

**Board Approval Date:** October 20, 2020

# Mission Statement

Huffman Elementary fosters the development of knowledgeable, principled, and internationally minded citizens. Our scholars approach the world with an open mind and aspire to understand the different perspectives and ideas of others while helping to create a more peaceful world.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our enrollment has remained fairly consistent. There is some fluctuation with students moving in and out, but the enrollment numbers stay pretty even. Special education numbers have stayed steady. Students who fit the criteria for At-Risk are also often represented among other demographic groups. Our African American population has decreased slightly, and our Hispanic population has grown. Our student performance has increased in part due to lower student to teacher ratios.

### Demographics Strengths

- Enrollment is steady.
- The student to teacher ratio has decreased, so students are able to receive more targeted instruction.
- Population of PACE students is increasing.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The number of at-risk students has increased from 41.5% to 46.8%. The district percentage is 25.9%. **Root Cause:** The mobility rate (20.8%) is higher than the district (10.7%) and increasing each year. Also, the percentage of economically disadvantaged students (62.1%) is increasing and higher than the district (27.1%).

# Student Learning

## Student Learning Summary

**Huffman 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.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (23%) and Economically Disadvantaged (36%) student groups.

**Problem Statement 2 (Prioritized):** Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (23%) and Economically Disadvantaged (48%) student groups.

**Problem Statement 3 (Prioritized):** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (22%) and the Special Education (0%) and Economically Disadvantaged (14%) student groups.

**Problem Statement 4 (Prioritized):** Science: There is a gap between the All student group Meets performance level on STAAR Science (34%) and the Special Education (11%) and Economically Disadvantaged (26%) student groups.

# School Processes & Programs

## School Processes & Programs Summary

Huffman is an IB PYP World School centered around global thinking and student driven instruction, including inquiry and student agency. Teachers are trained in the Jan Richardson Guided Reading program which occurs daily. The staff is supported by the SEL team which helps staff implement social emotional learning strategies in and out of the classroom. The Elementary Academic Services team meets with teams and Admin on a regular basis to support curriculum and instruction in ELAR and math. Administration is involved in PYP planning as well as daily planning. The Mentor/Mentee program pairs staff with at-risk students to build relationships and connect students with an adult. The detailed master schedule was created with the whole campus in mind and allows for instructional coaches to support each grade level. All students participate in World Language class, Mandarin Chinese, where students are exposed to other languages and cultures. The master schedule also allows for guidance and library instruction, PK-5. The PACE program includes both push-in and pull-out and includes school-wide planning with our gifted specialist. The entire school is involved with the duty schedule (before and after school) to provide supervision for student safety. Huffman Hello, a school-wide community meeting, takes place daily to check in on social emotional status, celebrate accomplishments, and create a common language. The CTA is involved in instructional and behavioral needs since the campus is 1-1 technology.

## School Processes & Programs Strengths

- Tier 1 instruction is TEKS driven and mapped out in advance in daily collaborative planning
- Master schedule allows for instructional coaches to be available in each grade level for planning and instruction
- In weekly lesson plans, teams include Marzano strategies, 7 steps, & AVID strategies
- 1-1 technology (chromebooks)
- PK-5 common understanding of curriculum with a common language and vertical alignment
- Every teacher hired is highly-qualified and shares the Huffman philosophy and vision

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Collaborative planning needs to include single-subject teachers (PE, art, music).

**Problem Statement 2:** Strengthen data analysis by collaborating, reflecting, and implementing the reteaching piece.

**Problem Statement 3:** Provide more teacher agency in school-wide decision making.

**Problem Statement 4:** Continue to use academic data to plan professional learning for staff; however, purposefully plan follow-up discussions on how the professional learning is being applied.

**Problem Statement 5:** Provide more opportunities for formal vertical planning and build vertical relationships.

**Problem Statement 6:** Administrators conduct walkthroughs and provide feedback on curriculum and instruction, but do not always include a positive and an area of constructive feedback.

# Perceptions

## Perceptions Summary

Huffman is a safe and orderly campus. There are very specific rules and procedures in place. The teachers work together and collaborate in student learning. They plan lessons that are specific to the IB program and use data to analyze areas where student growth is needed. Communication is sent out in Spanish and English in various forms of media. The school values parent involvement and their feedback. Online surveys were shared this year to provide parents an opportunity to share successes and/or concerns anonymously. Monthly cultural events have been created and attendance is growing for each one.

## Perceptions Strengths

- Collaborative planning within grade level teams
- Free after school programs for economically disadvantaged students
- Full time social worker and SEL teacher leader
- Consistency with SEL team (strong for relationships)
- Providing snacks during monthly night events helped increase attendance
- Game Nights at one of the apartment complexes
- According to HRS Level 1 survey, staff felt as though they were supported and heard by administration and team leaders
- Spanish translation was available at IB information meetings

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** According to an anonymous survey, parent knowledge of the IB program is inconsistent.

**Problem Statement 2:** Parent attendance at conferences has room for improvement, as well as parent involvement in the Quick Date surveys needs to increase.

**Problem Statement 3:** Teacher turnover rate is high and in order to continue building strong relationships with students, staff retention needs to be higher.

# Priority Problem Statements

**Problem Statement 1:** Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (23%) and Economically Disadvantaged (36%) student groups.

**Root Cause 1:**

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (23%) and Economically Disadvantaged (48%) student groups.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Writing: There is a gap between the All student group Meets performance level on STAAR Writing (22%) and the Special Education (0%) and Economically Disadvantaged (14%) student groups.

**Root Cause 3:**

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Science: There is a gap between the All student group Meets performance level on STAAR Science (34%) and the Special Education (11%) and Economically Disadvantaged (26%) student groups.

**Root Cause 4:**

**Problem Statement 4 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- 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
- 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
- School safety data
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: September 24, 2020






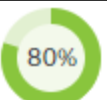
**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.









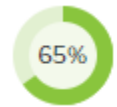




**Performance Objective 1:** HB3 - The percent of Huffman 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% in 2019 to 46% by June 2021. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 38% in 2021. The African American student group performance will increase from 20% in 2019 to 24% in 2021.

## HB3 Goal

**Evaluation Data Sources:** 2021 STAAR Reading - 3rd Grade

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Data meeting protocol - analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed <b>Strategy's Expected Result/Impact:</b> Teams will collaboratively complete the data meeting protocol and document in the Google form. Grade level student data will be entered and analyzed in Google Sheets (K-2) and Edugence (3-5). <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use Jan Richardson for guided reading instruction in all grade levels to promote balanced literacy. <b>Strategy's Expected Result/Impact:</b> Staff will use current reading records to flexibly group students and conduct guided reading lessons that are level appropriate. Reading record levels and reading MAP scores will show an increase. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Administrators will conduct walkthroughs focusing on TTESS Domains 1, 2, and 3. <b>Strategy's Expected Result/Impact:</b> Administrators will share walkthrough feedback with staff based on TTESS Domains 1, 2, and 3. Feedback will result in improved teaching practices and student growth. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Plan and implement intentional IE (intervention and enrichment) plans that are data-driven. <b>Strategy's Expected Result/Impact:</b> MAP data, IE lesson plans, reteach/extension plans from data meeting protocol <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Parent engagement opportunities to build parent capacity to support student learning and student mentoring opportunities (Title I Parent Info Meeting; Parent/Teacher Conferences; Parent Involvement in Intensive Intervention process, Mindful Family Yoga Night, SEL Parent Engagement Opportunities, Student Mentoring Program) <b>Strategy's Expected Result/Impact:</b> Parents learn strategies to help their children with academics and social emotional learning strategies. <b>Staff Responsible for Monitoring:</b> Campus Title I Coordinator <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 1 Problem Statements:







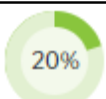
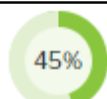
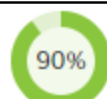
Student Learning
<b>Problem Statement 1:</b> Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (23%) and Economically Disadvantaged (36%) student groups.

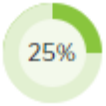






**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Huffman students that score Meets grade level or above on STAAR Reading 3-5 will increase from 44% in 2019 to 46% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 26% in 2021. The African American student group performance will increase from 27% in 2019 to 31% in 2021.

**Evaluation Data Sources:** 2021 STAAR Reading

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Data meeting protocol - analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed <b>Strategy's Expected Result/Impact:</b> Common Formative <b>Staff Responsible for Monitoring:</b> Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use Jan Richardson for guided reading instruction in all grade levels to promote balanced literacy <b>Strategy's Expected Result/Impact:</b> Staff will use current reading records to flexibly group students and conduct guided reading lessons that are level appropriate. Reading record levels and reading MAP scores will show an increase <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Administrators will conduct walkthroughs focusing on TTESS Domains 1, 2, and 3. <b>Strategy's Expected Result/Impact:</b> Administrators will share walkthrough feedback with staff based on TTESS Domains 1, 2, and 3. Feedback will result in improved teaching practices and student growth. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Plan and implement intentional IE plans that are data-driven. <b>Strategy's Expected Result/Impact:</b> MAP data, IE lesson plans, reteach/extension plans from data meeting protocol, Title I adult temp schedule/lesson plans <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:







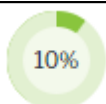


Student Learning
<b>Problem Statement 1:</b> Reading: There is a gap between the All student group Meets performance level on STAAR Reading (44%) and the Special Education (23%) and Economically Disadvantaged (36%) student groups.

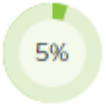






**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 3:** The percent of Huffman students that score Meets grade level or above on STAAR Writing 4 will increase from 22% in 2019 to 24% by June 2021. The Economically Disadvantaged student group performance will increase from 14% in 2019 to 19% in 2021. The African American student group performance will increase from 15% in 2019 to 19% in 2021.

**Evaluation Data Sources:** 2021 STAAR Writing

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Data meeting protocol - analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed <b>Strategy's Expected Result/Impact:</b> Teams will collaboratively complete the protocol and document in the Google form. Grade level student data will be entered and analyzed in Google Sheets (K-2) and Edugence (3-5). <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Administrators will conduct walkthroughs focusing on TTESS Domains 1, 2, and 3. <b>Strategy's Expected Result/Impact:</b> Administrators will share walkthrough feedback with staff based on TTESS Domains 1, 2, and 3. Feedback will result in improved teaching practices and student growth. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All teachers develop and utilize vertically aligned writing rubric (K-1: develop according to upper grade rubrics; 2-5: analyze and implement STAAR writing rubric provided by district) and implement during a designated writing block. <b>Strategy's Expected Result/Impact:</b> Staff will implement writing rubrics created for grade level and use "writer's workshop" time to check for growth and to further develop understanding of writing TEKS. Holistic scores based on the rubric will increase. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Plan and implement intentional IE plans that are data-driven. <b>Strategy's Expected Result/Impact:</b> MAP data, IE lesson plans, reteach/extension plans from data meeting protocol, Title I adult temp schedule/lesson plans <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 3:</b> Writing: There is a gap between the All student group Meets performance level on STAAR Writing (22%) and the Special Education (0%) and Economically Disadvantaged (14%) student groups.







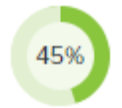

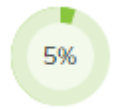


**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.











**Performance Objective 1:** HB3 - The percent of Huffman 3rd grade students that score meets grade level or above on STAAR Math will increase from 56% in 2019 to 57% by June 2021. The African American student group performance will increase from 35% in 2019 to 39% in 2021. The Special Education student group performance will increase from 45% in 2019 to 48% in 2021.

### HB3 Goal

**Evaluation Data Sources:** 2021 STAAR Math - 3rd Grade

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Data meeting protocol - analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed <b>Strategy's Expected Result/Impact:</b> Teams will collaboratively complete the protocol and document in the Google form. Grade level student data will be entered and analyzed in Google Sheets (K-2) and Edugence (3-5). <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Administrators will conduct walkthroughs focusing on TTESS Domains 1, 2, and 3. <b>Strategy's Expected Result/Impact:</b> Administrators will share walkthrough feedback with staff based on TTESS Domains 1, 2, and 3. Feedback will result in improved teaching practices and student growth. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use Number Talks and Target Math to build number sense and problem solving skills <b>Strategy's Expected Result/Impact:</b> Math MAP increases in all grades. <b>Staff Responsible for Monitoring:</b> Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Math training provided by EAS - staff will observe a modeled lesson, discuss and collaborate, plan for instruction and use of virtual manipulatives <b>Strategy's Expected Result/Impact:</b> Math MAP increases in all grades, Math lesson Plans, Formative and Summative Data on Essential Standards. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Plan and implement intentional IE plans that are data-driven. <b>Strategy's Expected Result/Impact:</b> MAP data, IE lesson plans, reteach/extension plans from data meeting protocol, Title I adult temp schedule/lesson plans <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:










Student Learning
<b>Problem Statement 2:</b> Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (23%) and Economically Disadvantaged (48%) student groups.


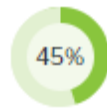








**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 2:** The percent of Huffman students that score Meets grade level or above on STAAR Math 3-5 will increase from 53% in 2019 to 54% by June 2021. The Special Education student group performance will increase from 23% in 2019 to 26% in 2021. The African American student group performance will increase from 32% in 2019 to 36% in 2021.

**Evaluation Data Sources:** 2021 STAAR Math

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Data meeting protocol - analyze assessment data for instructional planning and reteaching. Teachers will reflect on student performance and teaching strategy effectiveness to revise as needed <b>Strategy's Expected Result/Impact:</b> Teams will collaboratively complete the protocol and document in the Google form. Grade level student data will be entered and analyzed in Google Sheets (K-2) and Edugence (3-5). <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Administrators will conduct walkthroughs focusing on TTESS Domains 1, 2, and 3. <b>Strategy's Expected Result/Impact:</b> Administrators will share walkthrough feedback with staff based on TTESS Domains 1, 2, and 3. Feedback will result in improved teaching practices and student growth. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Use Number Talks and Target Math to build number sense and problem solving skills <b>Strategy's Expected Result/Impact:</b> Math MAP increases in all grades. <b>Staff Responsible for Monitoring:</b> Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Math training provided by EAS - staff will observe a modeled lesson, discuss and collaborate, plan for instruction and use of virtual manipulatives <b>Strategy's Expected Result/Impact:</b> Math MAP increases in all grades, Math lesson Plans, Formative and Summative Data on Essential Standards. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Plan and implement intentional IE plans that are data-driven. <b>Strategy's Expected Result/Impact:</b> MAP data, IE lesson plans, reteach/extension plans from data meeting protocol, Title I adult temp schedule/lesson plans <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

## Performance Objective 2 Problem Statements:






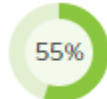



Student Learning
<b>Problem Statement 2:</b> Math: There is a gap between the All student group Meets performance level on STAAR Math (53%) and the Special Education (23%) and Economically Disadvantaged (48%) student groups.








**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 Huffman students that score Meets grade level or above on STAAR Science 5 will increase from 34% in 2019 to 36% by June 2021. The English Learner student group performance will increase from 15% in 2019 to 17% in 2021. The African American student group performance will increase from 17% in 2019 to 21% in 2021.

**Evaluation Data Sources:** 2021 STAAR Science

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement IB PYP Wonder Wall and Inquiry Wall with an emphasis on Science Vocabulary <b>Strategy's Expected Result/Impact:</b> Increase in science MAP and 5th grade science STAAR <b>Staff Responsible for Monitoring:</b> PACE Teacher and Instructional Coach <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teaching Science Through Literature and Writing using the IB PYP transdisciplinary approach. (PDH through Region 10) <b>Strategy's Expected Result/Impact:</b> Lesson plans, Guided Reading lesson plans, Increase in science MAP and 5th grade science STAAR <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Vertical alignment meetings with grade levels - finding gaps and misunderstandings <b>Strategy's Expected Result/Impact:</b> Vertical Meeting Agendas, Notes Taken to implement changes from vertical discussion, Lead4Ward Field Guides used during planning and included in lesson plans, Increase in science MAP and 5th grade science STAAR <b>Staff Responsible for Monitoring:</b> Instructional coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Administrators will conduct walkthroughs focusing on TTESS Domains 1, 2, and 3. <b>Strategy's Expected Result/Impact:</b> Administrators will share walkthrough feedback with staff based on TTESS Domains 1, 2, and 3. Feedback will result in improved teaching practices and student growth. <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 4	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Science: There is a gap between the All student group Meets performance level on STAAR Science (34%) and the Special Education (11%) and Economically Disadvantaged (26%) student groups.

# 2020-21 SBIC

Committee Role	Name	Position
Administrator	Lindsay Sivick	Faculty - Assistant Principal
Administrator	Jamey Allen	Principal
Administrator	Elizabeth Hubbard	Faculty - Assistant Principal
Paraprofessional	Rebeca Garcia	Support Staff - Secretary
Non-classroom Professional	Susan Soledade	Instructional Support
Non-classroom Professional	Laura Dizen	Faculty - PACE Specialist
Non-classroom Professional	Brittany Wilson	Faculty - Instructional Support
District-level Professional	Rachel Beachy	PISD Literacy Coordinator
Parent	Vanessa Dixon	Parent
Parent	Sam Razvi	Parent
Parent	Jamie Kimble	Parent
Parent	Fargee Tibbs	Parent
Parent	Luza Acevedo	Parent
Community Representative	Donna Watkins	Community
Community Representative	Bharat Dhurka	Community
Business Representative	Archana Dhurka	Business
Business Representative	Kim Sunlin	Real Estate Agent
Business Representative	Kay Richardson	Business
Business Representative	John Hall	Business
Non-classroom Professional	Natalie Schellman	Special Education Team Leader
Non-classroom Professional	Joo Cha	Social Worker
Non-classroom Professional	Amy Moore	IB Coordinator
Parent	Kelsey Plichta	Parent

# Addendums



## HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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	27	44	70		100		50	23	36	40	36	51	37	44
2020	29	46	70		100		51	24	38	41	38	51	38	45
2021	31	49	71		100		53	26	41	43	40	52	40	46
2022	34	52	72		100		54	28	45	45	42	53	42	48
2023	38	57	73		100		57	30	50	48	46	54	45	50
2024	43	62	74		100		60	33	56	52	50	55	49	52

### 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	32	60	70		100		50	23	48	80	55	62	43	53
2020	34	62	70		100		51	24	50	81	56	62	44	54
2021	36	64	71		100		52	26	52	82	57	63	45	54
2022	39	67	71		100		53	28	55	84	59	63	47	55
2023	43	71	72		100		54	30	59	86	61	64	49	57
2024	48	76	73		100		56	33	64	89	64	65	52	58

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

Huffman

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
<b>2019 # of Students</b>	20	21	10					11	39		15	33	24	57
<b>2019</b>	20	48	70					45	33		40	48	38	44
<b>2020</b>	22	50	70					46	35		42	48	39	45
<b>2021</b>	24	53	71					48	38		44	49	41	46
<b>2022</b>	27	56	72					50	42		46	50	43	48
<b>2023</b>	31	61	73					52	47		50	51	46	50
<b>2024</b>	36	66	74					55	53		54	52	50	52

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	44	40	70	43	77	-	57	37	37	53	48	63	53	60
<b>District 2024 Goal</b>	60	58	74	60	81	68	67	47	57	65	62	67	65	68
<b>District Increase 2019 to 2021</b>	4	4	1	4	1	2	3	3	5	3	4	1	3	2
<b>District Increase 2019 to 2024</b>	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

Huffman

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
<b>2019 # of Students</b>	20	21	10					11	39		15	33	24	57
<b>2019</b>	35	62	80					45	51		60	61	50	56
<b>2020</b>	37	64	80					46	53		61	61	51	57
<b>2021</b>	39	66	81					48	55		62	62	52	57
<b>2022</b>	42	69	81					50	58		64	62	54	58
<b>2023</b>	46	73	82					52	62		66	63	56	60
<b>2024</b>	51	78	83					55	67		69	64	59	61

### District Goals for Grade 3 STAAR

<b>District 2019 Baseline</b>	43	44	72	71	85	-	63	40	43	57	58	67	57	65
<b>District 2024 Goal</b>	59	60	75	74	88	70	69	50	59	66	67	70	66	70
<b>District Increase 2019 to 2021</b>	4	4	1	1	1	2	2	3	4	2	2	1	2	2
<b>District Increase 2019 to 2024</b>	16	16	3	3	3	5	6	10	16	9	9	3	9	5

## Huffman- 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 22% in 2019 to 24% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
23% 2019 Baseline: 22%	24%	26%	28%	30%

### 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	15	19	27	*	*	*	*	0	14	*	21	29	15	22
2020	16	21	27	*	*	*	*	1	16	*	22	29	16	23
2021	19	23	28	*	*	*	*	2	19	*	24	30	18	24
2022	22	27	28	*	*	*	*	4	23	*	27	30	20	26
2023	26	31	29	*	*	*	*	7	28	*	30	31	23	28
2024	31	37	31	*	*	*	*	10	34	*	35	33	26	30
2019-2021	4	4	1	*	*	*	*	2	5	*	3	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

## Huffman - 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 34% in 2019 to 36% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
35% 2019 Baseline: 34%	36%	37%	38%	39%

### 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	17	33	50	*	*	*	*	11	26	*	15	37	32	34
2020	18	34	50	*	*	*	*	12	27	*	16	37	33	35
2021	21	37	50	*	*	*	*	13	30	*	17	37	34	36
2022	24	39	51	*	*	*	*	15	33	*	18	38	36	37
2023	28	43	51	*	*	*	*	18	37	*	20	38	38	38
2024	33	48	52	*	*	*	*	21	42	*	23	39	41	39
2019-2021	4	4	0	*	*	*	*	2	4	*	2	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	<p><b>Bullying</b></p> <p><b>Staff Prevention</b></p> <ul style="list-style-type: none"> <li>● Identify high risk areas</li> <li>● Monitor high risk areas</li> <li>● Follow campus rules/expectations</li> </ul> <p><b>Staff Education</b></p> <ul style="list-style-type: none"> <li>● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking</li> <li>● Review referral process</li> </ul> <p><b>Staff Intervention</b></p> <ul style="list-style-type: none"> <li>● Establish recommended intervention strategies for classroom/campus</li> <li>● Implement campus referral plan</li> <li>● Utilize Discipline Management strategies</li> </ul> <p><b>Student Prevention</b></p> <ul style="list-style-type: none"> <li>● Clearly state student expectations/campus rules/citizenship</li> <li>● Monitor high risk areas</li> </ul> <p><b>Student Education</b></p> <ul style="list-style-type: none"> <li>● Explain referral process/contacts</li> <li>● Anonymous Tip Line</li> </ul> <p><b>Student Intervention</b></p> <ul style="list-style-type: none"> <li>● Apply classroom interventions</li> </ul>	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> <li>● Employ discipline interventions</li> <li>● Use other intervention strategies as necessary/appropriate</li> <li>● Conference with parents/students</li> </ul>		
Principal	<p><b>Coordinated Health Program</b></p> <p><b>Coordinated School Health</b></p> <ul style="list-style-type: none"> <li>● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.</li> <li>● K-8 Include at least one Parent on Campus Wellness Team.</li> <li>● 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.</li> <li>● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.</li> <li>● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD.</li> </ul> <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>● 3-8 Pre and Post Assess all eligible students using fitness test components.</li> <li>● 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.</li> </ul> <p><b>Physical Activity Requirements</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-8 Measure MVPA and physical activity time</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● K-5 Ensure students are receiving daily unstructured play during recess.</li> <li>● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>● K-8 Monitor attendance of students and follow up on prominent and chronic absences.</li> </ul>		
Principal	<p><b>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Funding source: State and Local</li> </ul>	ESSA	
Principal	<p><b>Parent Involvement</b></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local</li> <li>● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local</li> <li>● Utilize social media to keep parents and</li> </ul>		



	<p>community informed. Funding source: State and Local</p> <ul style="list-style-type: none"><li>● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</li><li>● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local</li><li>● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA</li></ul>		
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