

# Plano Independent School District

## Hunt Elementary

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



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

# 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 Summary

- Diverse student body
  - White - 48%
  - Asian - 32%
  - African American - 8%
  - Hispanic/Latino - 7%
  - Two or More Races - 4%
- Low mobility - 4.8%
- High attendance - 97%
- 8% Low Socio-Economic Status
- 9% Limited English Proficient
- Highly involved PTA and supportive families

### 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 Learning

## Student Learning Summary

**Hunt 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):** We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test. **Root Cause:** Inconsistent implementation of scientifically based literacy practices and approaches.

# School Processes & Programs

## School Processes & Programs Summary

- Experienced teaching and administrative staff
- Low teacher turnover
- District curriculum aligned to state standards
- Uniform district model of instruction
- Utilization of a PLC process by highly collaborative teams
- 1 to 1 Web computer access for each student and staff member
- Well developed system for teacher evaluation and professional growth, T-TESS

## 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 (Prioritized):** 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 Plano ISD instructional model.

# Perceptions

## Perceptions Summary

- 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

## 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:** We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test.

**Root Cause 1:** Inconsistent implementation of scientifically based literacy practices and approaches.

**Problem Statement 1 Areas:** Student Learning

**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 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

## **Accountability Data**

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

## **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
- Running Records results

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- T-PESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

Revised/Approved: September 30, 2020



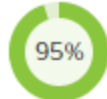

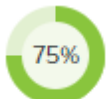


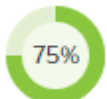

**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.









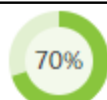




**Performance Objective 1:** HB3 - The percent of Hunt 3rd grade students that score meets grade level or above on STAAR Reading will increase from 68% in 2019 to 70% by June 2021. The African American student group performance will increase from 47% in 2019 to 51% in 2021. The Special Education student group performance will increase from 56% in 2019 to 59% in 2021.

## HB3 Goal

**Evaluation Data Sources:** 2020-21 Reading STAAR

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> General Education teachers in grades K-3, special education teachers, instructional specialists, and administrators will participate in the Texas State Reading Academy to deepen their knowledge and understanding of scientifically based literacy practices and approaches. <b>Strategy's Expected Result/Impact:</b> Enhance teaching, learning, and student literacy success <b>Staff Responsible for Monitoring:</b> Reading Cohort Facilitators Campus Administrators <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> Continue to refine effectiveness in use of PISD Collaborative Team Framework, including induction of new team members or individuals new to PISD, focusing upon "unpacking" student learning objectives. A minimum of one member from each collaborative team will attend training, "Diving Deeper into Essential Standards   ."	Formative		
	Nov	Feb	June
			
<b>Strategy's Expected Result/Impact:</b> -Building team and individual efficacy in the planning and delivery of instruction to grow student achievement -Teachers learn how to identify essential standards and utilize these standards to focus instructional practices for student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators <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> Teams will continue to improve in effective design of common formative assessments and the frequency with which assessments are performed. <b>Strategy's Expected Result/Impact:</b> Improved frequency and use of formative data to evaluate learning and plan or adapt instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Hunt Leadership Team <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators Hunt Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> Provide Touchphonics, a researched-based, systematic, multisensory reading intervention to identified students in grades K-3 Face to Face learning. For those in School@Home access will be provided to Lexia Core5, an adaptive web-based program of intensive intervention, for identified students having a similarly identified need for systematic phonics intervention. <b>Strategy's Expected Result/Impact:</b> Assist identified students in need of intervention to grow in their understanding of how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading <b>Staff Responsible for Monitoring:</b> Hunt Leadership Team <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 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test. <b>Root Cause:</b> Inconsistent implementation of scientifically based literacy practices and approaches.

### 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:** Teachers do not have a common understanding of the meaning and use of each instructional action within the Plano ISD instructional model.









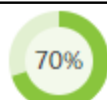




**Goal 1:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2021.

**Performance Objective 2:** The percent of Hunt students that score Meets grade level or above on STAAR Reading 3-5 will increase from 77% in 2019 to 79% by June 2021. The African American student group performance will increase from 56% in 2019 to 60% in 2021. The Special Education student group performance will increase from 50% in 2019 to 53% in 2021.

**Evaluation Data Sources:** 2020-21 Reading STAAR

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> General Education teachers in grades K-3, special education teachers, instructional specialists, and administrators will participate in the Texas State Reading Academy to deepen their knowledge and understanding of scientifically based literacy practices and approaches. <b>Strategy's Expected Result/Impact:</b> Enhance teaching, learning, and student literacy success <b>Staff Responsible for Monitoring:</b> Reading Cohort Facilitators Campus Administrators <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> Continue to refine effectiveness in use of PISD Collaborative Team Framework, including induction of new team members or individuals new to PISD, focusing upon "unpacking" student learning objectives. A minimum of one member from each collaborative team will attend training, "Diving Deeper into Essential Standards   ." <b>Strategy's Expected Result/Impact:</b> -Building team and individual efficacy in the planning and delivery of instruction to grow student achievement -Teachers learn how to identify essential standards and utilize these standards to focus instructional practices for student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators <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> Teams will continue to improve in effective design of common formative assessments and the frequency with which assessments are performed. <b>Strategy's Expected Result/Impact:</b> Improved frequency and use of formative data to evaluate learning and plan or adapt instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <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> 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. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <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> Provide Touchphonics, a researched-based, systematic, multisensory reading intervention to identified students in grades K-3 Face to Face learning. For those in School@Home access will be provided to Lexia Core5, an adaptive web-based program of intensive intervention, for identified students having a similarly identified need for systematic phonics intervention. <b>Strategy's Expected Result/Impact:</b> Assist identified students in need of intervention to grow in their understanding of how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading <b>Staff Responsible for Monitoring:</b> Hunt Leadership Team <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> We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test. <b>Root Cause:</b> Inconsistent implementation of scientifically based literacy practices and approaches.

**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 Hunt students that score Meets grade level or above on STAAR Writing 4 will increase from 71% in 2019 to 73% by June 2021. The African American student group performance will increase from 45% in 2019 to 49% in 2021. The Economically Disadvantaged student group performance will increase from 36% in 2019 to 41% in 2021.

**Evaluation Data Sources:** 2020-21 Writing STAAR

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to refine effectiveness in use of PISD Collaborative Team Framework, including induction of new team members or individuals new to PISD, focusing upon "unpacking" student learning objectives. A minimum of one member from each collaborative team will attend training, "Diving Deeper into Essential Standards   ." <b>Strategy's Expected Result/Impact:</b> Enhance teaching, learning, and student literacy success <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> Teams will continue to improve in effective design of common formative assessments and the frequency with which assessments are performed. <b>Strategy's Expected Result/Impact:</b> Improved frequency and use of formative data to evaluate learning and plan or adapt instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> 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. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership TEam <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



### Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test. <b>Root Cause:</b> Inconsistent implementation of scientifically based literacy practices and approaches.</p>







**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.


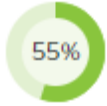





**Performance Objective 1:** HB3 - The percent of Hunt 3rd grade students that score meets grade level or above on STAAR Math will increase from 78% in 2019 to 79% by June 2021. The Economically Disadvantaged student group performance will increase from 42% in 2019 to 46% in 2021. The African American student group performance will increase from 47% in 2019 to 51% in 2021.

### HB3 Goal

**Evaluation Data Sources:** 2020-21 Math STAAR

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to refine effectiveness in use of PISD Collaborative Team Framework, including induction of new team members or individuals new to PISD, focusing upon "unpacking" student learning objectives. A minimum of one member from each collaborative team will attend training, "Diving Deeper into Essential Standards   ." <b>Strategy's Expected Result/Impact:</b> -Building team and individual efficacy in the planning and delivery of instruction to grow student achievement -Teachers learn how to identify essential standards and utilize these standards to focus instructional practices for student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators <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> Teams will continue to improve in effective design of common formative assessments and the frequency with which assessments are performed. <b>Strategy's Expected Result/Impact:</b> Improved frequency and use of formative data to evaluate learning and plan or adapt instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> 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. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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 1 Problem Statements:







Student Learning
<b>Problem Statement 1:</b> We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test. <b>Root Cause:</b> Inconsistent implementation of scientifically based literacy practices and approaches.


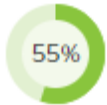





**Goal 2:** DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2021.

**Performance Objective 2:** The percent of Hunt students that score Meets grade level or above on STAAR Math 3-5 will increase from 81% in 2019 to 82% by June 2021. The Special Education student group performance will increase from 55% in 2019 to 58% in 2021. The Economically Disadvantaged student group performance will increase from 47% in 2019 to 51% in 2021.

**Evaluation Data Sources:** 2020-21 Math STAAR

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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to refine effectiveness in use of PISD Collaborative Team Framework, including induction of new team members or individuals new to PISD, focusing upon "unpacking" student learning objectives. A minimum of one member from each collaborative team will attend training, "Diving Deeper into Essential Standards   ." <b>Strategy's Expected Result/Impact:</b> -Building team and individual efficacy in the planning and delivery of instruction to grow student achievement -Teachers learn how to identify essential standards and utilize these standards to focus instructional practices for student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> Teams will continue to improve in effective design of common formative assessments and the frequency with which assessments are performed. <b>Strategy's Expected Result/Impact:</b> Improved frequency and use of formative data to evaluate learning and plan or adapt instruction <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> 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. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning	Formative		
	Nov	Feb	June

<b>Staff Responsible for Monitoring:</b> Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 2 Problem Statements:










Student Learning
<b>Problem Statement 1:</b> We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test. <b>Root Cause:</b> Inconsistent implementation of scientifically based literacy practices and approaches.











**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 Hunt students that score Meets grade level or above on STAAR Science 5 will increase from 72% in 2019 to 74% by June 2021. The Special Education student group performance will increase from 50% in 2019 to 52% in 2021. The Economically Disadvantaged student group performance will increase from 44% in 2019 to 48% in 2021.

**Evaluation Data Sources:** 2020-21 Science STAAR

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue to refine effectiveness in use of PISD Collaborative Team Framework, including induction of new team members or individuals new to PISD, focusing upon "unpacking" student learning objectives. A minimum of one member from each collaborative team will attend training, "Diving Deeper into Essential Standards   ." <b>Strategy's Expected Result/Impact:</b> -Building team and individual efficacy in the planning and delivery of instruction to grow student achievement -Teachers learn how to identify essential standards and utilize these standards to focus instructional practices for student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teams will continue to improve in effective design of common formative assessments and the frequency with which assessments are performed. <b>Strategy's Expected Result/Impact:</b> Improved frequency and use of formative data to evaluate learning and plan or adapt instruction <b>Staff Responsible for Monitoring:</b> Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning <b>Staff Responsible for Monitoring:</b> Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> To continue growing in our ability to implement PISD's Instructional Model with fidelity, staff members will continue to engage in a study of The New Art and Science of Teaching to establish a common understanding of included research-based instructional practices and to develop a consistent language to be used in collaborative discussions and planning. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators Campus Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will be provided with classroom walkthrough feedback directed to PISD's Instructional Model to reinforce and refine inclusion of research-based, best practices. <b>Strategy's Expected Result/Impact:</b> Improved instructional effectiveness and student learning <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Student Learning 1 - School Processes & Programs 1	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> We wish to continue to grow our percentage of students of children who demonstrate a strong understanding of reading student learning objectives and are ready for the next grade as is demonstrated by a score of Meets and/or Masters on the STAAR test. <b>Root Cause:</b> Inconsistent implementation of scientifically based literacy practices and approaches.
School Processes & Programs
<b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Teachers do not have a common understanding of the meaning and use of each instructional action within the Plano ISD instructional model.

# Campus Level Improvement Committee

Committee Role	Name	Position
Administrator	Arron Moeller	Principal
Administrator	Elly Ried	Asst. Principal
Counselor	Mary Duncan	Counselor
Classroom Teacher	Cloe Wilson	Kinder Teacher
Classroom Teacher	Trish Alway	First Grade Teacher
Classroom Teacher	Miranda Delgado	Second Grade Teacher
Classroom Teacher	Amber Jeffcoat	Third Grade Teacher
Classroom Teacher	Bre Alston	Fourth Grade Teacher
Classroom Teacher	Martha Kuykendall	Fifth Grade Teacher
Classroom Teacher	Anna Cordova	ESL Teacher
Parent	Felisha Payne	Parent
Parent	Aruba Shaikh	Parent
Parent	Jennifer Rickard	Parent
Parent	Jill Ray	Parent
Classroom Teacher	Valeda Logan	Parent
Parent	Kendra Carnes	Parent
Community Representative	Donna Brown	Community Member
Community Representative	Jerry Cowan	Community member
Business Representative	AMIR FARAHMAND	Business Representative
Community Representative	Enrique Mortel	Community Member
Classroom Teacher	Stephani Biagi	Sped Teacher



# Addendums

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

Hunt

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	56	76	77		82		86	50	56	50	75	78	75	77
2020	58	78	77		82		87	51	58	51	77	78	76	78
2021	60	81	78		83		89	53	61	53	79	79	78	79
2022	63	84	79		84		90	55	65	55	81	80	80	81
2023	67	89	80		85		93	57	70	58	85	81	83	83
2024	72	94	81		86		96	60	76	62	89	82	87	85

### 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	56	83	82		87		86	55	47	83	84	83	74	81
2020	58	85	82		87		87	56	49	84	85	83	75	82
2021	60	87	83		88		88	58	51	85	86	84	76	82
2022	63	90	83		88		89	60	54	87	88	84	78	83
2023	67	94	84		89		90	62	58	89	90	85	80	85
2024	72	99	85		90		92	65	63	92	93	86	83	86

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

Hunt

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>	17		41		44			16	12		20	98	12	110
<b>2019</b>	47	60	71		75			56	58		65	67	75	68
<b>2020</b>	49	62	71		75			57	60		67	67	76	69
<b>2021</b>	51	65	72		76			59	63		69	68	78	70
<b>2022</b>	54	68	73		77			61	67		71	69	80	72
<b>2023</b>	58	73	74		78			63	72		75	70	83	74
<b>2024</b>	63	78	75		79			66	78		79	71	87	76

### 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

Hunt

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>	17		41		44			16	12		20	98	12	110
<b>2019</b>	47	80	83		84			63	42		75	79	75	78
<b>2020</b>	49	82	83		84			64	44		76	79	76	79
<b>2021</b>	51	84	84		85			66	46		77	80	77	79
<b>2022</b>	54	87	84		85			68	49		79	80	79	80
<b>2023</b>	58	91	85		86			70	53		81	81	81	82
<b>2024</b>	63	96	86		87			73	58		84	82	84	83

### 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

## Hunt - 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 71% in 2019 to 73% by June 2021.

### Yearly Target Goals

2020	2021	2022	2023	2024
72% 2019 Baseline: 71%	73%	75%	77%	79%

### 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	45	57	71	*	79	*	75	*	36	*	74	77	56	71
2020	46	59	71	*	79	*	76	*	38	*	75	77	57	72
2021	49	61	72	*	80	*	77	*	41	*	77	78	59	73
2022	52	65	72	*	80	*	79	*	45	*	80	78	61	75
2023	56	69	73	*	81	*	81	*	50	*	83	79	64	77
2024	61	75	75	*	83	*	84	*	56	*	88	81	67	79
2019-2021	4	4	1	*	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

Hunt - 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 72% in 2019 to 74% by June 2021.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
73% 2019 Baseline: 72%		74%			75%			76%			77%			
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	83	53	71	*	76	*	*	50	44	*	59	71	74	72
2020	84	54	71	*	76	*	*	51	45	*	60	71	75	73
2021	87	57	71	*	76	*	*	52	48	*	61	71	76	74
2022	90	59	72	*	77	*	*	54	51	*	62	72	78	75
2023	94	63	72	*	77	*	*	57	55	*	64	72	80	76
2024	99	68	73	*	78	*	*	60	60	*	67	73	83	77
2019-2021	4	4	0	*	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	<b>Bullying</b> <b>Staff Prevention</b> <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> <b>Staff Education</b> <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> <b>Staff Intervention</b> <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> <b>Student Prevention</b> <ul style="list-style-type: none"> <li>Clearly state student expectations/campus rules/citizenship</li> <li>Monitor high risk areas</li> </ul> <b>Student Education</b> <ul style="list-style-type: none"> <li>Explain referral process/contacts</li> <li>Anonymous Tip Line</li> </ul> <b>Student Intervention</b> <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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