

Plano Independent School District

Hughston Elementary

2021-2022



Board Approval Date: November 3, 2021

Mission Statement

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

Vision

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

We will be:

- reflective and monitor best practices
- risk taker & open minded
- supportive & positive
- transparent and embrace all Hughston students as “Our Responsibility”
- committed to academic success of all
- working collaboratively

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student diversity is minimal based on demographics data. **Root Cause:** Based on demographics data, the ELL students has decreased by over 50%, with the exception of our new PK program.

Student Learning

Student Learning Summary

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data from TEA School Report Card, MAP, and STAAR growth analysis shows evidence that the number of students exceeding growth measures has decreased. **Root Cause:** Student enrollment has dropped from 371 to 310 students in the 2020-21 school year. Our subpopulations such as ELL, low socioeconomic are small groups of 5 students are less.

School Processes & Programs

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

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

Root Cause 1: Student enrollment has dropped from 371 to 310 students in the 2020-21 school year. Our subpopulations such as ELL, low socioeconomic are small groups of 5 students are less.

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 15, 2021

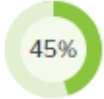





Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and from 2021 to 2022.




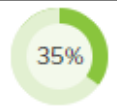






Performance Objective 1: HB3 - The percent of Hughston 3rd grade students that score meets grade level or above on STAAR Reading will increase from 63% in 2021 to 65% in 2022. The percentage of 3rd-5th grade students that score meets grade level or above on STAAR Reading will increase from 70% in 2021 to 72% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-2022 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Differentiated instruction in the areas of content, processes, and procedures to meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: An Increase in the percentage of student projected to be at the meets level or above on STAAR.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
	 45%	 65%	 75%
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement guided reading, small group instruction through a balanced literacy approach.</p> <p>Strategy's Expected Result/Impact: An increase in student reading levels from BOY to EOY as measured by reading records.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
	 35%	 60%	 85%

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Build K-2 teacher capacity for identification/intervention of students in the area of reading using diagnostic tools.</p> <p>Strategy's Expected Result/Impact: An increase in student reading levels from BOY to EOY as measured by reading records.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementing a systematic proactive positive approach to behavior management to increase student engagement in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and growth.</p> <p>Implementation of behavior goals for targeted Tier III student</p> <p>Staff Responsible for Monitoring: Counselor, grade level teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Data from TEA School Report Card, MAP, and STAAR growth analysis shows evidence that the number of students exceeding growth measures has decreased. Root Cause: Student enrollment has dropped from 371 to 310 students in the 2020-21 school year. Our subpopulations such as ELL, low socioeconomic are small groups of 5 students are less.</p>
School Processes & Programs
<p>Problem Statement 1: A stronger professional learning community needs to be maintained and a common understanding of research-based instructional strategies need to be defined to differentiate instruction for our variety of learners. Root Cause: Student growth in quintile 1 math students and the number of students that obtained meets and masters in STAAR in third grade is lower than the district standard.</p>


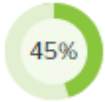




Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2021 to 2022.





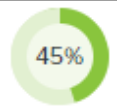





Performance Objective 1: HB3 - The percent of Hughston 3rd grade students that score meets grade level or above on STAAR Math will increase from 58% in 2021 to 59% in 2022. The percentage of HUGHSTON 3rd-5th grade students that score meets grade level or above on STAAR Math will increase from 76% in 2021 to 77% in 2022.

HB3 Goal

Evaluation Data Sources: 2021-2022 Math STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Build Teacher capacity in grades K-5 adding depth and complexity to math instruction. Strategy's Expected Result/Impact: Increase the percentage of students that score meets or above on STAAR. Staff Responsible for Monitoring: Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze MAP data to determine flexible instructional groupings to target quintile 1 and 2 student groups for instructional growth with intentional programming. Strategy's Expected Result/Impact: Increase the percentage of students reaching target growth measures at end of year on STAAR and MAP math. Staff Responsible for Monitoring: Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Build teacher capacity to meet the needs of Quintile 1 students in 2nd and 3rd grade, addressing need for enrichment.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students reaching target growth measures at end of year on STAAR and MAP math.</p> <p>Staff Responsible for Monitoring: Grade Level Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide tier 2 and tier 3 tutorials for students who receive an Accelerated Instructional Plan.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of Tier 2 and Tier 3 students achieving Meets on STAAR Math.</p> <p>Staff Responsible for Monitoring: Campus Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

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

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 2021 to 2022.

Performance Objective 1: The percent of Hughston 5th grade students that score meets grade level or above on STAAR Science will increase from 66% in 2021 to 68% in 2022. The Economically Disadvantaged student group performance will increase from 31% in 2021 to 33% in 2022.

Evaluation Data Sources: 2021-2022 Science STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase opportunities for hands on experiences and learning utilizing the science lab. Strategy's Expected Result/Impact: Increase the percentage of students that score meets or above on Science STAAR. Staff Responsible for Monitoring: Grade Level Teachers Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Identify critical vocabulary in each unit of study and provide engaging instruction using strategies from the district instructional model. Strategy's Expected Result/Impact: Increase the percentage of students that score meets or above on Science STAAR. Staff Responsible for Monitoring: Grade Level Teachers Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Through MAP and STAAR analysis, identify strands of weakness across all grade levels on campus and district and provide targeted instruction to address these weaknesses. Strategy's Expected Result/Impact: Increase the percentage of students that score meets or above on Science STAAR. Staff Responsible for Monitoring: Grade Level Teachers Problem Statements: School Processes & Programs 1</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Data from TEA School Report Card, MAP, and STAAR growth analysis shows evidence that the number of students exceeding growth measures has decreased. **Root Cause:** Student enrollment has dropped from 371 to 310 students in the 2020-21 school year. Our subpopulations such as ELL, low socioeconomic are small groups of 5 students are less.

School Processes & Programs

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Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Carrie D'Argo	Principal
Administrator	Elena Helms	AP
Non-classroom Professional	Rebecca Sims	Counselor
Non-classroom Professional	Donna Bui	PACE Specialist -Support Staff
Business Representative	Copper & Quinn Jewelry	Business Representative
Parent	Katie Meredith	Parent
Parent	Shelley Budke	Parent PTA President
Business Representative	Groggy Dog	Business Representative
Non-classroom Professional	Katy Brandeland	Professional Staff Member
Classroom Teacher	Lori Turnbull	Faculty Member
Classroom Teacher	Mackenzie Thompson	Classroom Teacher
Parent	Susan Coffman	Parent
Parent	Kelly Finklea	Parent
Non-classroom Professional	Karen Gournay	Faulty Member
Parent	Mike Donahoo	Business Representative
Non-classroom Professional	Ashley Green	Professional Staff Member
Paraprofessional	Mark Anderson	Support Staff
Community Representative	Dawne Niethamer	Community Member
Classroom Teacher	Ashley Elliott	Faculty member
Classroom Teacher	Sally Current	Faulty Member
Parent	Linda Martin	Parent
Classroom Teacher	Dawn Burney	Faulty Member
Community Representative	J Reed	Community Member
Classroom Teacher	Lauren Unthank	Faulty Member

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$790.00
+/- Difference					\$790.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$72.00
+/- Difference					\$72.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,350.00
+/- Difference					\$2,350.00
Grand Total Budgeted					\$3,212.00
Grand Total Spent					\$0.00
+/- Difference					\$3,212.00

Addendums

CAMPUS APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

LEA Person Responsible for update	Mandate	Reference	Location of Documentation
Executive Director for Student & Family Services	<p>Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> ● Explain referral process/contacts ● Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> ● Apply classroom interventions 	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"> ● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students 		
Principal	<p>Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<p>using pedometers and heart rate monitors.</p> <ul style="list-style-type: none"> ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> ● K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local 	ESSA	
Principal	<p>Parent Involvement</p> <ul style="list-style-type: none"> ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and 		

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