Plano Independent School District

Huffman Elementary

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 3, 2021

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

Huffman enrollment has increased from 487 students in 2020-21 to 561 students in 2021-22 with the ability to transfer to the IB PYP Program. The mobility rate of students moving in and out of Huffman is 16% which makes acclimating students a priority.

Current Demographic Representations:

Asian: 9%

African American: 35%

Hispanic: 28%

White: 20%

Two or More Races: 8%

GT: 10%

ELL: 15%

Students with Disabilities: 16%

Demographics Strengths

- Enrollment has increased and represents a diverse population with the IB PYP Program
- 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%).

Problem Statement 2: Students who were learning from home in 2020-21 did not meet expectations for growth according to MAP data.

Problem Statement 3: Students from economically disadvantaged backgrounds are not closing gaps compared to non-economically disadvantaged peers.

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: 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: 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: 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.

Problem Statement 4 (Prioritized): Students in the top (1&2) and bottom quintile (5) are not growing at the needed rates based on MAPS data in Reading and Math. **Root Cause:** Teachers have been focused on the most "critical needs" students rather than intentional differentiation for all students.

Problem Statement 5: Students are not demonstrating success in writing based on campus writing samples and 4th grade STAAR Data

Problem Statement 6 (Prioritized): The majority of students are not performing at a "meets grade level" standard in core subjects. **Root Cause:** Turnover has impacted the consistent understanding of TEKS and implementation of the level of student performance.

Problem Statement 7: Students did not demonstrate success in Science based on 5th grade Science data.

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 scheule 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.

Problem Statement 7 (Prioritized): Staff communicate they have felt unsupported with discipline. **Root Cause:** There has been lack of clarity for how to request support and what steps to take in handling discipline issues.

Perceptions

Perceptions Summary

Huffman is a safe and ordlery 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
- Consistency with SEL team (strong for relationships)
- 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.

Problem Statement 4 (Prioritized): Staff have communicated concerns with trust and morale. **Root Cause:** Previous leadership styles that were not equitable contributed to lack of morale and low trust across teams.

Priority Problem Statements

Problem Statement 1: Students in the top (1&2) and bottom quintile (5) are not growing at the needed rates based on MAPS data in Reading and Math.
Root Cause 1: Teachers have been focused on the most "critical needs" students rather than intentional differentiation for all students.
Problem Statement 1 Areas: Student Learning

Problem Statement 4: Staff have communicated concerns with trust and morale.
Root Cause 4: Previous leadership styles that were not equitable contributed to lack of morale and low trust across teams.
Problem Statement 4 Areas: Perceptions

Problem Statement 2: The majority of students are not performing at a "meets grade level" standard in core subjects.
Root Cause 2: Turnover has impacted the consistent understanding of TEKS and implementation of the level of student performance.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff communicate they have felt unsupported with discipline.
Root Cause 3: There has been lack of clarity for how to request support and what steps to take in handling discipline issues.
Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

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

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- T-PESS 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

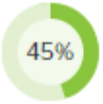
Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading from 2019 to 2022.

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 48% by June 2022. The Economically Disadvantaged student group performance will increase from 33% in 2019 to 42% in 2022. The African American student group performance will increase from 20% in 2019 to 27% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Reading - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator weekly to plan instruction and discuss informal data and monthly analyze formal data (Unit Assessments and MAP). Weekly Planning will include: Agenda and a focus on questions 3 and 4 for differentiation. Data Analysis will include: Campus data protocol including plans for adjustments to instruction based on data. **Strategy's Expected Result/Impact:** Lessons clearly identify differentiated instruction. Lesson plans have adaptations for specific student groups. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Coaches, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Huffman Staff will participate in ongoing monthly professional learning regarding differentiation and higher level thinking to meet the needs of all learners. This professional learning in staff meetings, team meetings, and leadership meetings will include modeling, application, and discussion of strategies as demonstrated on agendas and in staff reflections. **Strategy's Expected Result/Impact:** Lesson plans clearly identify strategies for differentiation and higher level thinking. Student products reflect use of differentiation and higher level thinking strategies. **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Specialists, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6	45%	45%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All grade levels will plan and implement intentional IE (intervention and enrichment) instruction groups that are data-driven to address the needs of all learners and document requirements for HB4545. **Strategy's Expected Result/Impact:** Lesson plans will reflect differentiated instruction to meet the needs of their specific group. Students will receive 30 minutes of instruction daily geared to address their specific needs and improve student performance according to recommended growth measures for MAP/STAAR. Documentation in Edugence documents requirements for HB4545 **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Coaches, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 6	40%	40%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

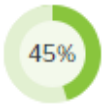
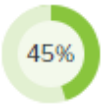
Student Learning
Problem Statement 4: Students in the top (1&2) and bottom quintile (5) are not growing at the needed rates based on MAPS data in Reading and Math. **Root Cause**: Teachers have been focused on the most "critical needs" students rather than intentional differentiation for all students.
Problem Statement 6: The majority of students are not performing at a "meets grade level" standard in core subjects. **Root Cause**: Turnover has impacted the consistent understanding of TEKS and implementation of the level of student performance.

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 from 2019 to 2022.

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 48% by June 2022. The Special Education student group performance will increase from 23% in 2019 to 28% in 2022. The African American student group performance will increase from 27% in 2019 to 34% in 2022.

Evaluation Data Sources: 2022 STAAR Reading

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator weekly to plan instruction and discuss informal data and monthly analyze formal data (Unit Assessments and MAP). Weekly Planning will include: Agenda and a focus and a focus on questions 3 and 4 for differentiation. Data Analysis will include: Campus data protocol including plans for adjustments to instruction based on data. **Strategy's Expected Result/Impact:** Lessons clearly identify differentiated instruction. Lesson plans have adaptations for specific student groups. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Coaches, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Huffman Staff will participate in ongoing monthly professional learning regarding differentiation and higher level thinking to meet the needs of all learners. This professional learning in staff meetings, team meetings, and leadership meetings will include modeling, application, and discussion of strategies as demonstrated on agendas and in staff reflections. **Strategy's Expected Result/Impact:** Lesson plans clearly identify strategies for differentiation and higher level thinking. Student products reflect use of differentiation and higher level thinking strategies. **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Specialists, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6	0%	50%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All grade levels will plan and implement intentional IE (intervention and enrichment) instruction groups that are data-driven to address the needs of all learners and document requirements for HB4545. **Strategy's Expected Result/Impact:** Lesson plans will reflect differentiated instruction to meet the needs of their specific group. Students will receive 30 minutes of instruction daily geared to address their specific needs and improve student performance according to recommended growth measures for MAP/STAAR. Documentation fin Edugence documents requirements for HB4545 **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Coaches, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 6	0%	45%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 4: Students in the top (1&2) and bottom quintile (5) are not growing at the needed rates based on MAPS data in Reading and Math. **Root Cause**: Teachers have been focused on the most "critical needs" students rather than intentional differentiation for all students.
Problem Statement 6: The majority of students are not performing at a "meets grade level" standard in core subjects. **Root Cause**: Turnover has impacted the consistent understanding of TEKS and implementation of the level of student performance.

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 2022.

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 58% by June 2022. The African American student group performance will increase from 35% in 2019 to 42% in 2022. The Special Education student group performance will increase from 45% in 2019 to 50% in 2022.

HB3 Goal

Evaluation Data Sources: 2022 STAAR Math - 3rd Grade

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator weekly to plan instruction that incorporates math manipulatives and hands on learning and discuss informal data and monthly analyze formal data (Unit Assessments and MAP). Weekly Planning will include: Agenda and a focus on questions 3 and 4 for differentiation. Data Analysis will include: Campus data protocol including plans for adjustments to instruction based on data. **Strategy's Expected Result/Impact:** Lessons clearly identify differentiated instruction. Lesson plans have adaptations for specific student groups. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Coaches, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6	50%	50%	65%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Huffman Staff will participate in ongoing monthly professional learning regarding differentiation and higher level thinking to meet the needs of all learners. This professional learning in staff meetings, team meetings, and leadership meetings will include modeling, application, and discussion of strategies as demonstrated on agendas and in staff reflections. **Strategy's Expected Result/Impact:** Lesson plans clearly identify strategies for differentiation and higher level thinking. Student products reflect use of differentiation and higher level thinking strategies. **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Specialists, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6	65%	65%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All grade levels will plan and implement intentional IE (intervention and enrichment) instruction groups that are data-driven to address the needs of all learners and document requirements for HB4545. **Strategy's Expected Result/Impact:** Lesson plans will reflect differentiated instruction to meet the needs of their specific group. Students will receive 30 minutes of instruction daily geared to address their specific needs and improve student performance according to recommended growth measures for MAP/STAAR. Documentation fin Edugence documents requirements for HB4545 **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Coaches, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 6	40%	40%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Grade levels will use Number Talks and Target Math resources to build number sense and problem solving skills. **Strategy's Expected Result/Impact:** Lesson plans will reflect the use of these resources. Math MAP increases according to recommended growth guidelines. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4, 6	65%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Students in the top (1&2) and bottom quintile (5) are not growing at the needed rates based on MAPS data in Reading and Math. **Root Cause**: Teachers have been focused on the most "critical needs" students rather than intentional differentiation for all students.
Problem Statement 6: The majority of students are not performing at a "meets grade level" standard in core subjects. **Root Cause**: Turnover has impacted the consistent understanding of TEKS and implementation of the level of student performance.

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 2022.

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 55% by June 2022. The Special Education student group performance will increase from 23% in 2019 to 28% in 2022. The African American student group performance will increase from 32% in 2019 to 39% in 2022.

Evaluation Data Sources: 2022 STAAR Math

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator weekly to plan instruction and discuss informal data and monthly analyze formal data (Unit Assessments and MAP). Weekly Planning will include: Agenda and a focus and a focus on questions 3 and 4 for differentiation. Data Analysis will include: Campus data protocol including plans for adjustments to instruction based on data. **Strategy's Expected Result/Impact:** Lessons clearly identify differentiated instruction. Lesson plans have adaptations for specific student groups. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Coaches, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6	40%	40%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Huffman Staff will participate in ongoing monthly professional learning regarding differentiation and higher level thinking to meet the needs of all learners. This professional learning in staff meetings, team meetings, and leadership meetings will include modeling, application, and discussion of strategies as demonstrated on agendas and in staff reflections. **Strategy's Expected Result/Impact:** Lesson plans clearly identify strategies for differentiation and higher level thinking. Student products reflect use of differentiation and higher level thinking strategies. **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Specialists, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6	65%	65%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: All grade levels will plan and implement intentional IE (intervention and enrichment) instruction groups that are data-driven to address the needs of all learners and document requirements for HB4545. **Strategy's Expected Result/Impact:** Lesson plans will reflect differentiated instruction to meet the needs of their specific group. Students will receive 30 minutes of instruction daily geared to address their specific needs and improve student performance according to recommended growth measures for MAP/STAAR. Documentation fin Edugence documents requirements for HB4545 **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Coaches, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 6	40%	40%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Grade levels will sse Number Talks and Target Math resources to build number sense and problem solving skills. **Strategy's Expected Result/Impact:** Lesson plans will reflect the use of these resources. Math MAP increases according to recommended growth guidelines. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4, 6	65%	65%	80%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

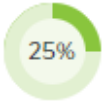
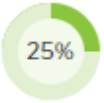
Student Learning
Problem Statement 4: Students in the top (1&2) and bottom quintile (5) are not growing at the needed rates based on MAPS data in Reading and Math. **Root Cause**: Teachers have been focused on the most "critical needs" students rather than intentional differentiation for all students.
Problem Statement 6: The majority of students are not performing at a "meets grade level" standard in core subjects. **Root Cause**: Turnover has impacted the consistent understanding of TEKS and implementation of the level of student performance.

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 2022.

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 37% by June 2022. The English Learner student group performance will increase from 15% in 2019 to 18% in 2022. The African American student group performance will increase from 17% in 2019 to 24% in 2022.

Evaluation Data Sources: 2022 STAAR Science

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator weekly to plan instruction and discuss informal data and monthly analyze formal data (Unit Assessments and MAP). Weekly Planning will include: Agenda and a focus and a focus on questions 3 and 4 for differentiation. Data Analysis will include: Campus data protocol including plans for adjustments to instruction based on data. **Strategy's Expected Result/Impact:** Lessons clearly identify differentiated instruction. Lesson plans have adaptations for specific student groups. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Instructional Coaches, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Huffman Staff will participate in ongoing monthly professional learning regarding differentiation and higher level thinking to meet the needs of all learners. This professional learning in staff meetings, team meetings, and leadership meetings will include modeling, application, and discussion of strategies as demonstrated on agendas and in staff reflections. **Strategy's Expected Result/Impact:** Lesson plans clearly identify strategies for differentiation and higher level thinking. Student products reflect use of differentiation and higher level thinking strategies. **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Team Leaders, Instructional Specialists, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 4, 6	50%	50%	100%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Huffman will conduct a Mad Science Parent Involvement Night to provide hands on learning strategies with a focus on Science for the Huffman Families. **Strategy's Expected Result/Impact:** Each Huffman team will plan an engagement, hands on activity for students and their families to address a high needs TEKS according to current data. Increases in Science MAP/STAAR according to expected growth measures. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, Instructional Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 6	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: Students in the top (1&2) and bottom quintile (5) are not growing at the needed rates based on MAPS data in Reading and Math. **Root Cause**: Teachers have been focused on the most "critical needs" students rather than intentional differentiation for all students.
Problem Statement 6: The majority of students are not performing at a "meets grade level" standard in core subjects. **Root Cause**: Turnover has impacted the consistent understanding of TEKS and implementation of the level of student performance.

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 1: Huffman will increase staff morale and efficacy to decrease staff turnover and maximize the money spent for IB PYP Training.

Evaluation Data Sources: Staff Surveys
Staff Turnover Rates

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Administrators will provide clear, transparent, equitable communication for all staff through the use of the learning management system, Canvas. Canvas will include: Weekly Updates through the Announcements Huffman Handbook with Campus Procedures Campus Discipline Management Plan IB Curriculum Access Frequently Used Campus and District Forms Huffman Yearlong Calendar of Events A Grade Level Page Organizing Important Documents **Strategy's Expected Result/Impact:** All important information will be accessible in Canvas so that teachers know where to find the campus expectations, professional learning, and weekly updates. Teachers will feel confident in knowing how to access important information regarding Huffman. **Staff Responsible for Monitoring:** Principal, Asst. Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 4			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Huffman will utilize an "Opportunity for Improvement" form to allow staff to have input to systems that can improve the campus. These forms will be submitted online and reviewed monthly. Determined outcomes will be provided in writing to the staff who submitted the request . **Strategy's Expected Result/Impact:** Staff will have a safe way to make recommendations and know that a committee is reviewing these recommendations, considering unintended consequences, and making recommendations for what is best for the Huffman system. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 4			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: The Huffman Leadership Team will complete the book study One Team, One Dream to increase understanding of leading teams but also having all teams functioning as a cohesive system. **Strategy's Expected Result/Impact:** Team leaders will learn effective strategies for working together as a system. Staff will feel that all teams are working in unison for a common goal to serve the Huffman Community. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Perceptions 4			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Huffman Staff will have the opportunity to improve vertical communication and collaboration through participation in at least two professional learning opportunities during the 2021-22 school year. **Strategy's Expected Result/Impact:** Students will experience decrease gaps and redundancies in the IB PYP Curriculum and be able to build off previous knowledge. **Staff Responsible for Monitoring:** Principal, Asst. Principal, IB Coordinator, Instructional Specialists, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Perceptions 4			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Huffman will engage our families though meaningful opportunities including: Parent volunteer opportunities Weekly communication from the principal regarding important information Weekly communication from grade levels that includes insight to learning in the IB PYP Quarterly principal/parent Q&A sessions to allow for input Parent Conferences offered two times a year Title 1 Parent Meetings to update families and provide input to Title 1 Processes Three Parent Engagement Events Tours of the IB World School at Huffman Elementary's PYP Program **Strategy's Expected Result/Impact:** Parents will feel they are critical partners with valuable input in their child's education. Attendance will represent Huffman's diverse population. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, IB Coordinator, Title 1 Facilitator **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 4	80%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 4: Staff have communicated concerns with trust and morale. **Root Cause**: Previous leadership styles that were not equitable contributed to lack of morale and low trust across teams.

Goal 4: Pillar 4 - Culture of Community - Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

4.1 Identify and engage stakeholders to foster meaningful, committed relationships that embrace the community as partners in student success.

4.2 Develop and nurture a culture of empathy, caring, and advocacy for our diverse learning community where individuals feels connected.

Performance Objective 2: Huffman will improve the time spent on instruction by improving student behavior as documented by decreased discipline events and repeat discipline offenders.

Evaluation Data Sources: Campus Discipline Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: The campus leadership team will provide a clear campus behavior management plan that is reviewed and updated quarterly to support teachers in knowing how to handle discipline events. **Strategy's Expected Result/Impact:** A clear management plan that is reviewed and updated each nine weeks will help teachers feel confident in knowing how to deal with student behaviors. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 7	50%	50%	70%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Students with three or more office managed discipline incidents will be referred to MTSS Committee to determine formal interventions. **Strategy's Expected Result/Impact:** Students with specialized plans will be less likely to repeat the same behaviors. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, MTSS Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 7	45%	45%	55%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Huffman will have a committee participate in PBIS training provided by PISD during the 2021-22 school year. **Strategy's Expected Result/Impact:** Having specialized training in PBIS will help support the campus in effective discipline management strategies and decrease discipline incidents. Students will earn positive incentive tokens/charms for exhibiting desired behaviors that exhibit the IB PYP Learner Profile Traits. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, PBIS Committee **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 7	55%	55%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Huffman increase instructional time and overall safety by ensuring all staff have immediate access to walkie talkies to communicate needs throughout the building. **Strategy's Expected Result/Impact:** Each staff member having a working walkie talkie will ensure staff doesn't have to leave the room to access immediate communication throughout the building. Student safety will be increased through immediate communication and teacher's will not have to leave their rooms to find a walkie or ask a staff member to help. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 7 - Perceptions 4 **Funding Sources:** Walkie Talkies - 211 Title I, Part A - $15,000	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 7: Staff communicate they have felt unsupported with discipline. **Root Cause**: There has been lack of clarity for how to request support and what steps to take in handling discipline issues.

Perceptions
Problem Statement 4: Staff have communicated concerns with trust and morale. **Root Cause**: Previous leadership styles that were not equitable contributed to lack of morale and low trust across teams.

Site Based Improvement Committee

Committee Role	Name	Position
Administrator	Vanessa Stuart	Principal
Administrator	Elizabeth Lee	Assistant Principal
PTA	Cassie Clair	PTA President
District-level Professional	Becky Jackson	School Improvement Specialist
Non-classroom Professional	Susan Soledade	Instructional Support
Classroom Teacher	Ciara Jones	PreK Team Leader
Classroom Teacher	Emily Eden	Kindergarten Team Leader
Classroom Teacher	Ashley Brewton	Kindergarten Team Leader
Classroom Teacher	Madi Brown	1st Grade Team Leader
Classroom Teacher	Jamie Tucker	2nd Grade Team Leader
Classroom Teacher	Kara Scifres	3rd Grade Team Leader
Classroom Teacher	Kristi Mikez	4th Grade Team Leader
Classroom Teacher	Wendy Zwall	5th Grade Team Leader
Classroom Teacher	Geena Posey	5th Grade Team Leader
Classroom Teacher	Natalie Schellman	Special Education Team Leader
Classroom Teacher	Gileyza Rodriguez	Special Education Team Leader
Classroom Teacher	Miranda Brothers	Art Teacher
Classroom Teacher	Justin Nelson	PE Teacher
Non-classroom Professional	Callie Anthony	IB Coordinator
Non-classroom Professional	Sarah Khaleghipour	Guidance Counselor
Paraprofessional	Michelle Sandoval Carranza	Parent Liaison
Parent	Sharla Austin	Parent
Parent	Kate Ryan	Parent
Parent	Michael Cook	Parent
Parent	Agnes Mu	Parent
Parent	Brandy Holbert	Parent
Parent	Fiona Mah	Parent
Parent	Kelsey Plichta	Parent

Committee Role	Name	Position
Community Representative	Diane Clair	Community
Community Representative	Craig Wohlers	Community
Community Representative	Michelle Spoonemore	Community
Community Representative	Todd Schwarz	Community
Business Representative	Dylan Rafaty	Business
Business Representative	Kim Teamer	Business

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	$2,560.00
				+/- Difference	$2,560.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$558.00
				+/- Difference	$558.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	4	Walkie Talkies		$15,000.00
				Sub-Total	$15,000.00
				Budgeted Fund Source Amount	$187,278.00
				+/- Difference	$172,278.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,850.00
				+/- Difference	$6,850.00
				Grand Total Budgeted	$197,246.00
				Grand Total Spent	$15,000.00
				+/- Difference	$182,246.00

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

District Goals for Grade 3 STAAR

District 2019 Baseline	44	40	70	43	77	-	57	37	37	53	48	63	53	60
District 2024 Goal	60	58	74	60	81	68	67	47	57	65	62	67	65	68
District Increase 2019 to 2021	4	4	1	4	1	2	3	3	5	3	4	1	3	2
District Increase 2019 to 2024	16	18	4	17	4	8	10	10	20	12	14	4	12	8

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

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

District Goals for Grade 3 STAAR

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

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	**Bullying** **Staff Prevention** ● Identify high risk areas ● Monitor high risk areas ● Follow campus rules/expectations **Staff Education** ● Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking ● Review referral process **Staff Intervention** ● Establish recommended intervention strategies for classroom/campus ● Implement campus referral plan ● Utilize Discipline Management strategies **Student Prevention** ● Clearly state student expectations/campus rules/citizenship ● Monitor high risk areas **Student Education** ● Explain referral process/contacts ● Anonymous Tip Line **Student Intervention** ● Apply classroom interventions	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	● Employ discipline interventions ● Use other intervention strategies as necessary/appropriate ● Conference with parents/students		
Principal	**Coordinated Health Program** **Coordinated School Health** ● K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. ● K-8 Include at least one Parent on Campus Wellness Team. ● K-8 Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e. classroom component requires use of a classroom. ● K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. ● K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. **Fitness** ● 3-8 Pre and Post Assess all eligible students using fitness test components. ● 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. **Physical Activity Requirements** ● K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. ● K-8 Measure MVPA and physical activity time	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	using pedometers and heart rate monitors. ● K-8 Ensure physical education staff is using a sequential and developmentally appropriate curriculum which has students active at least 70%-90% of class time. ● K-5 Ensure students are receiving daily unstructured play during recess. ● K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. **Attendance** ● K-8 Monitor attendance of students and follow up on prominent and chronic absences.		
Principal	**Recruiting Certified Teachers and Highly-Qualified Paraprofessionals** ● Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. ● Funding source: State and Local	ESSA	
Principal	**Parent Involvement** ● Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local ● Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local ● Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local ● Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local ● Utilize social media to keep parents and		

	community informed. Funding source: State and Local ● PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local ● Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). Funding source: State and Local ● Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA		