

Plano Independent School District
Hunt Elementary
2021-2022



Board Approval Date: November 3, 2021

Mission Statement

Martha Hunt Elementary is dedicated to academic excellence in a child focused environment where all children can succeed.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	6
Goals	8
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 2022.	9
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.	13
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.	17
Campus Level Improvement Committee	19
Campus Funding Summary	20
Addendums	21

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Diverse student body
 - White - 45%
 - Asian - 33%
 - African American - 8%
 - Hispanic/Latino - 9%
 - Two or More Races - 4%
- Low mobility - 4.8%
- High attendance - 97%
- 12% 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

As grade level cohorts, students in third and fourth grades maintained relatively high percentages achieving meets and masters on STAAR Reading and Mathematics despite the challenges of approximately 40% of our students receiving virtual/remote instruction and continuing changes to learning environment selections throughout the 2020-2021 academic year.

Reading

Fourth Grade - masters 51% - meets 77%

Third Grade - masters 45% - meets 71%

Mathematics

Fourth Grade - masters 59% - meets 76%

Third Grade - masters 45% - meets 71%

Campus MAP scores reflect mixed results in growth by quintile. Students in the beginning in the average to lower scoring quintiles typically exhibited higher growth across grade levels and subjects while those students with initial scores in the higher ranges, quintiles one and two, exhibited less growth than would be hoped for. Growing students with initial scores in quintile one was a particular area of concern across grades and subjects.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We wish to continue to grow our percentage of students who demonstrate a strong mastery 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.

Problem Statement 2 (Prioritized): We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. **Root Cause:** Inconsistent use of formative and diagnostic assessments to drive instruction

Problem Statement 3 (Prioritized): We wish to continue to grow our percentage of students who demonstrate a strong mastery of mathematics learning objectives as demonstrated by a score of meets or masters on the STAAR test. **Root Cause:** Teachers need a common understanding of the TEKS and the depth to which learning must be demonstrated by students to exhibit mastery.

Priority Problem Statements

Problem Statement 1: We wish to continue to grow our percentage of students who demonstrate a strong mastery 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 3: 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 3: Teachers have an inconsistent understanding of the meaning and use of each instructional action within the Plano ISD instructional model.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 2: We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills.

Root Cause 2: Inconsistent use of formative and diagnostic assessments to drive instruction

Problem Statement 2 Areas: Student Learning

Problem Statement 4: We wish to continue to grow our percentage of students who demonstrate a strong mastery of mathematics learning objectives as demonstrated by a score of meets or masters on the STAAR test.

Root Cause 4: Teachers need a common understanding of the TEKS and the depth to which learning must be demonstrated by students to exhibit mastery.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other 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.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

Employee Data

Hunt Elementary
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Support Systems and Other Data

- Study of best practices

Goals

Revised/Approved: September 28, 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 STAAR Writing from 2019 to 2022.







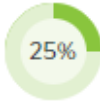






Performance Objective 1: HB3 - The percent of Hunt 3rd grade students that score meets grade level or above on STAAR Reading will increase from 71% in 2021 to 72% by June 2021. The Special Education student group performance will increase from 22% in 2021 to 61% in 2022.

HB3 Goal

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to refine effectiveness in the use of PISD Collaborative Team Framework, including induction of new team members, focusing upon "unpacking" student learning objectives. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: -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. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: K-2 teachers will receive training and begin implementation of mCLASS, an integrated tool providing individual literacy assessment and intervention consisting of specifically designed lessons for use by teachers as well as the online platform, Amplify, which provides students with individualized lessons for intervention and practice. Strategy's Expected Result/Impact: -provide a deeper understanding of student's present levels of performance and literacy needs -instruction will be data-informed and specifically matched to assessed needs Staff Responsible for Monitoring: campus administrators Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Touchphonics, a researched-based, systematic, multisensory reading intervention to identified students in grades K-3 and/or Lexia Core5, an adaptive web-based program of intensive intervention, to identified students having a similarly identified need for systematic phonics intervention. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Hunt Leadership Team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: - Develop a process to collaboratively analyze the progress of students identified as Tier II and utilize collective strengths to plan for intervention Strategy's Expected Result/Impact: - clearly defined and foundational goals leading to accelerated student growth - growth in group efficacy matching effective instruction to assessed student needs Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We wish to continue to grow our percentage of students who demonstrate a strong mastery 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. Problem Statement 2: We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. Root Cause: Inconsistent use of formative and diagnostic assessments to drive instruction

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 have an inconsistent understanding of the meaning and use of each instructional action within the Plano ISD instructional model.

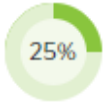









Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2019 to 2022.

Performance Objective 2: The percent of Hunt students that score Meets grade level or above on STAAR Reading 3-5 will increase from 70% in 2021 to 81% by June 2022. The Special Education student group performance will increase from 38% in 2021 to 55% in 2021.

Evaluation Data Sources: 2020-21 Reading STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to refine effectiveness in the use of PISD Collaborative Team Framework, including induction of new team members, focusing upon "unpacking" student learning objectives. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: -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. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Administrators Campus Leadership Team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: - Develop a process to collaboratively analyze the progress of students identified as Tier II and utilize collective strengths to plan for intervention Strategy's Expected Result/Impact: - clearly defined and foundational goals leading to accelerated student growth - growth in group efficacy matching effective instruction to assessed student needs Staff Responsible for Monitoring: Campus administrators Problem Statements: Student Learning 1, 2	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Hunt staff to provide additional tutoring in a 1:3 teacher to student ratio to provide accelerated reading instruction during the spring Semester for targeted students in grades 4 and 5. Strategy's Expected Result/Impact: Increase the percentage of students performing at or above the approaches level on Reading STAAR Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Compensatory Education and ESS - 199 State Comp Ed - \$1,848	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We wish to continue to grow our percentage of students who demonstrate a strong mastery 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.
Problem Statement 2: We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. Root Cause: Inconsistent use of formative and diagnostic assessments to drive instruction







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.

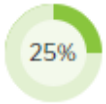






Performance Objective 1: HB3 - The percent of Hunt 3rd grade students that score meets grade level or above on STAAR Math will increase from 73% in 2021 to 80% by June 2022. The Special Education student group performance will increase from 40% in 2021 to 68% in 2022.

HB3 Goal

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to refine effectiveness in the use of PISD Collaborative Team Framework, including induction of new team members, focusing upon "unpacking" student learning objectives. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: -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. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: - Develop a process to collaboratively analyze the progress of students identified as Tier II and utilize collective strengths to plan for intervention Strategy's Expected Result/Impact: - clearly defined and foundational goals leading to accelerated student growth - growth in group efficacy matching effective instruction to assessed student needs Staff Responsible for Monitoring: -campus administrators	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 3: We wish to continue to grow our percentage of students who demonstrate a strong mastery of mathematics learning objectives as demonstrated by a score of meets or masters on the STAAR test. Root Cause: Teachers need a common understanding of the TEKS and the depth to which learning must be demonstrated by students to exhibit mastery.

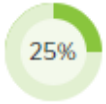









Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2019 to 2022.

Performance Objective 2: The percent of Hunt students that score Meets grade level or above on STAAR Math 3-5 will increase from 72% in 2021 to 80% by June 2022. The Special Education student group performance will increase from 47% in 2021 to 60% in 2022.

Evaluation Data Sources: 2020-21 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to refine effectiveness in the use of PISD Collaborative Team Framework, including induction of new team members, focusing upon "unpacking" student learning objectives. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: -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. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 3	Formative		
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	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
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	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Hunt staff to provide additional tutoring in a 1:3 teacher to student ratio to provide accelerated mathematics instruction during the spring Semester for targeted students in grades 4 and 5. Strategy's Expected Result/Impact: Increase the percentage of students performing at or above the approaches level on Reading STAAR Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 3 Funding Sources: Compensatory and ESSR Funds - 282 ESSER III - \$1,848	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:




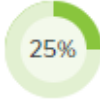


Student Learning
Problem Statement 3: We wish to continue to grow our percentage of students who demonstrate a strong mastery of mathematics learning objectives as demonstrated by a score of meets or masters on the STAAR test. Root Cause: Teachers need a common understanding of the TEKS and the depth to which learning must be demonstrated by students to exhibit mastery.











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 Hunt students that score Meets grade level or above on STAAR Science 5 will increase from 40% in 2021 to 75% by June 2022. The Special Education student group performance will increase from 2% in 2021 to 54% in 2022. The Economically Disadvantaged student group performance will increase from 15% in 2021 to 51% in 2022.

Evaluation Data Sources: 2020-21 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to refine effectiveness in the use of PISD Collaborative Team Framework, including induction of new team members, focusing upon "unpacking" student learning objectives. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: -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. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 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. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will be provided with classroom walkthrough feedback directed to PISD's Instructional Model to reinforce and refine inclusion of research-based, best practices. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 3	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: We wish to continue to grow our percentage of students who demonstrate a strong mastery of mathematics learning objectives as demonstrated by a score of meets or masters on the STAAR test. Root Cause: Teachers need a common understanding of the TEKS and the depth to which learning must be demonstrated by students to exhibit mastery.
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 have an inconsistent 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	Amanda Pavel	Third Grade Teacher
Classroom Teacher	Bre Alston	Fourth Grade Teacher
Classroom Teacher	Amiee Brown	Fifth Grade Teacher
Parent	Felisha Payne	Parent
Parent	Jennifer Rickard	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
Non-classroom Professional	Lisa Garner	Instructional Specialist
Parent	Hays Amy	parent

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Compensatory Education and ESS		\$1,848.00
Sub-Total					\$1,848.00
Budgeted Fund Source Amount					\$2,180.00
+/- Difference					\$332.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$354.00
+/- Difference					\$354.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Compensatory and ESSR Funds		\$1,848.00
Sub-Total					\$1,848.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$152.00
Grand Total Budgeted					\$4,534.00
Grand Total Spent					\$3,696.00
+/- Difference					\$838.00

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

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

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

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

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	<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</p> <p>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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