Plano Independent School District

Hughston Elementary

2022-2023

Board Approval Date: September 20, 2022

Mission Statement

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

Vision

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

We will be:

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

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Comprehensive Needs Assessment

Revised/Approved: September 7, 2022

Demographics

Demographics Summary

Hughston Elementary is in Plano ISD, a district that makes up 44 elementary schools. Hughston is a small community school made up of about 320 students with each grade level having 2 or 3 teachers. Hughston provides students with special education needs and has two Strive classrooms and one Elevate classroom. Hughston has retained teachers through the years and offers supports for students that include the Instructional Specialist, ESL teacher, Librarian, Gifted and Talented teacher and dyslexia teacher.

Hughston is unique in that it is a small neighborhood community where all students (except for transfers) can walk to school. This gives the families and community a sense of belonging and love for the school. The Hughston PTA is very supportive and collaborate with staff to meet their level of needs of the students and staff. The staff and PTA have a good partnership and collaborate with the activities that are sponsored by the PTA.

Demographics Strengths

- Low Student Mobility Rate 5% as compared to the District (10.25) and State (13.8%).
- High level of parent/community involvement which include Watch DOG program.
- Large number of school/district based parent resources

Student Learning

Student Learning Summary

Hughston Goals including HB3 Goals (see tables in addendum): Individual goals are set for student groups. 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 Student group. If the student group is below the ALL student group, that the student group's goal for 2024 to narrow the performance gap.

In addition to the outstanding instructional program provided each day, Hughston offers many campus specialized programs. Plano Academic Creative Education (PACE) for identified gifted and talented students; English as a Second Language (ESL); Lunch with Leaders; Student Ambassadors; technology in every classroom with one to one Chromebooks; flexible reading, science, and math groups; Colt Camp (Kindergarten Orientation): Science fair; Math Olympiad's; Spelling Bee; History Fair; PTA sponsored after-school clubs; Mustang Choir Club; Collin County Adventure camp (fifth-grade); reading incentive program; Bluebonnet Reading program; Instructional Specialist; Campus Monitoring and Intervention Team; character education programming; Student Council; student recorded and produced, Broadcast Club televised morning announcements; Motor Lab, Science Lab; Red Ribbon week activities; Special Education inclusion; safety patrol; field day; Pet patrol; Fifth grade Wax Museum and Colonial Day; Science Field Day; school-wide service projects; Magic Mustang spirit assemblies; Hughston Hurrahs; and PASAR after-school childcare.

Student Learning Strengths

- Additional support from Instruction Specialist with implementing intervention in skill building reading has positively impacted MAP growth.
- Math MAP achievement overall growth on campus
- Over 50% of the students in Kindergarten last year were in Quintile 1 and 2.
- Overall as a campus, we score within the boundaries of district expected growth measures for reading, math, and science.
- Overall Hughston students score above national projected growth measures in science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 4th grade 2022 math STAAR had 36% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Quintile 1: 91%, Quintile 3: 98%; Quintile 4: 111%). **Root Cause:** 4th grade had the highest percent of students served in special ed and dyslexia.

Problem Statement 2 (Prioritized): 4th grade 2022 reading STAAR had 32% of students with limited progress and 102% of projected growth met on Fall to Spring MAP (Quintile 1: 81%). **Root Cause:** 4th grade had the highest percent of students served in special ed and dyslexia.

Problem Statement 3: 1st grade math had 96% of projected growth met on Fall to Spring MAP (Quintile 3: 67%, Quintile 4: 44%). **Root Cause:** Social Emotional needs as an overall grade level impacted instruction

Problem Statement 4 (Prioritized): 1st grade reading had 83% of projected growth met on Fall to Spring MAP (Quintile 1: 75%, Quintile 3: 84%, Quintile 4: 74%). **Root Cause:** Social Emotional needs as an overall grade level impacted instruction

Problem Statement 5: 26% of 4th graders performed at Masters level on the 2022 Reading STAAR test. **Root Cause:** More emphasis on differentiation of curriculum in reading

Problem Statement 6: 22% of 4th graders performed at Masters level on the 2022 Math STAAR test. **Root Cause:** More emphasis on differentiation of curriculum in math

School Processes & Programs

School Processes & Programs Summary

- Multi-Tiered Support Systems (MTSS) and Student Support Teams (SST) meet monthly to review data and to create individualized learning plan for students in the area of academics and behavior.
- Ongoing data meetings with grade level teachers to review both district and state assessments to help track and meet the needs of students
- Extended Planning time for teachers
- Support from Special Education, Dyslexia specialist, ELL teacher and Gifted and Talented teacher
- Professional Learning Communities process to include the PISD collaborative Team Framework and Team Planning
- New teacher Mentor program for Year 1 teachers and Year 2 and experienced teachers
- School Safety and Security procedures are reviewed and implemented.
- Social and Emotional Learning which includes community circle time each morning with curriculum that is supported by a committee
- PBIS strategies are communicated and implemented
- Data analysis meetings with grade level teachers to review district and state assessments to track students.

School Processes & Programs Strengths

- Commitment to providing an excellent education to all students
- Social-Emotional Learning (SEL) focus each day on community circles with specific guided questions developed to meet classroom/student needs.
- Mustang-time is a part of the instructional day that is utilized to target individual students strengths and needs
- Teachers are empowered to collaborate with administrators to help continuously improve the campus
- Hughston has positive behavior supports and common language throughout our school to support continuous improvement.
- Systematic instructional activities are aligned with the student's learn needs in order to identify specific areas of growth and target instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): An increase in the professional learning community collaborative framework needs to be maintained and a common understanding of research-based instructional strategies need to be defined to differentiate instruction for our variety of learners across all grade levels. **Root Cause:** Staff feedback through various forms expressed a need for vertical teams to analyze data to help them be proactive when spiraling, preteaching, remediating, and extending learning for students.

Problem Statement 2 (Prioritized): 1st grade reading had 83% of projected growth met on Fall to Spring MAP (Quintile 1: 75%, Quintile 3: 84%, Quintile 4: 74%). **Root Cause:** Social Emotional needs as an overall grade level impacted instruction

Perceptions

Perceptions Summary

The safety of our students, staff and facilities is of the utmost importance at Hughston. In that regard, Plano ISD and Hughston Elementary have specific protocols to promote safety and security on our campus. Plano ISD has adopted the Standard Response Protocol (SRP) for use during emergency or critical incidents. Another protocol is the Standard Reunification Model used for reunifying parents and students during or following an incident.

Everyone in the community is a part of keeping our campus safe. Students, staff and parents can anonymously share safety and other concerns with school administrators at any time of day using a computer or mobile device. We are proud of the consistent and meaningful parent and teacher communication that happens throughout the school year. Teachers are able to see parents each day during dismissal and give positive feedback on their child's school day. Each grade level has their own communication system to facilitate the home-school connection that includes grade level websites that are utilized by students and parents. The campus also has a useful website, Facebook and other social media outlets to share all the wonderful events at Hughston.

Ethical behavior and mutual respect for individual diversity at Hughston is one of our strongest beliefs. Each child is a valued learner with his/her own strengths and should be actively engaged in a caring, nurturing, and safe environment. Hughston is an exceptional school that fosters a sense of belonging and family.

Teachers and staff use research based practices and authentic data to drive meaningful instruction for all students at Hughston. Social emotional learning is embedded throughout the day for all students.

The Hughston Parent Teacher Association (PTA) features committees that address: landscape beautification; playground; hospitality and more; Parent Education; Watch D.O.G.S. program for dads; Class room guest readers; Volunteer orientation; Field trip chaperones, Yearbook; Multi-Cultural Family night; Grade level coordinators; school fundraisers; PTA hosted family events and activities; campus volunteer opportunities; School-Based Improvement Committee (SBIC); Collin County Adventure camp (fifth-grade); library and classroom volunteer opportunities; Student Council.

Perceptions Strengths

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

- Staff describe a positive work environment that feels like a home away from home.
- Staff and families believe that Hughston is a safe place for students.
- Staff and parents communicate clearly about student achievement through emails, enews, and social media.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Communicating to parents about specific class feedback. **Root Cause:** Based on parent survey, parents would like more communication and feedback from their teacher.

Priority Problem Statements

Problem Statement 1: 4th grade 2022 math STAAR had 36% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Quintile 1: 91%, Quintile 3: 98%; Quintile 4: 111%).

Root Cause 1: 4th grade had the highest percent of students served in special ed and dyslexia.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: An increase in the professional learning community collaborative framework needs to be maintained and a common understanding of research-based instructional strategies need to be defined to differentiate instruction for our variety of learners across all grade levels.

Root Cause 4: Staff feedback through various forms expressed a need for vertical teams to analyze data to help them be proactive when spiraling, preteaching, remediating, and extending learning for students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 2: 4th grade 2022 reading STAAR had 32% of students with limited progress and 102% of projected growth met on Fall to Spring MAP (Quintile 1: 81%).

Root Cause 2: 4th grade had the highest percent of students served in special ed and dyslexia.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: 1st grade reading had 83% of projected growth met on Fall to Spring MAP (Quintile 1: 75%, Quintile 3: 84%, Quintile 4: 74%).

Root Cause 5: Social Emotional needs as an overall grade level impacted instruction

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: 1st grade reading had 83% of projected growth met on Fall to Spring MAP (Quintile 1: 75%, Quintile 3: 84%, Quintile 4: 74%).

Root Cause 3: Social Emotional needs as an overall grade level impacted instruction

Problem Statement 3 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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

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 and from 2022 to 2023.

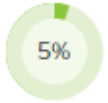
Performance Objective 1: HB3 - The percent of Hughston 3rd grade students that score meets grade level or above on STAAR Reading will increase from 78% in 2022 to 79% by June 2023. The Hispanic student group performance will increase from 60% in 2022 to 62% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Implement guided reading, small group instruction through a balanced literacy approach. Follow-up coaching, introducing modeling observations and offering feedback will occur in grades K-2 to ensure fidelity in the implementation of guided reading and other balanced literacy components learned from the Reading Academy. In grades 3-5 coaching offered to give feedback on best practices and small group instruction in reading. **Strategy's Expected Result/Impact:** Students will show growth in IRI's, MAP and STAAR **Staff Responsible for Monitoring:** Grade Level Teachers, Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 4			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increased participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework model. **Strategy's Expected Result/Impact:** As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the four key questions. This will allow them to plan more effectively and ensure high-quality instruction in the classrooms. During grade level collaborative plannings, teams will document intervention and enrichment strategies that address the questions. Admin will also use collaborative forms during planning that aligns with the collaborative framework. **Staff Responsible for Monitoring:** Grade Level Teachers, Administration, **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4			

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Implementing a systematic proactive positive approach to behavior management to increase student engagement in the classroom. **Strategy's Expected Result/Impact:** Increase student engagement and growth. Implementation of behavior goals for targeted Tier III student **Staff Responsible for Monitoring:** Counselor, grade level teachers **TEA Priorities:** Build a foundation of reading and math	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of the learners. **Strategy's Expected Result/Impact:** Increase growth measured by IRI, MAP and STAAR. **Staff Responsible for Monitoring:** Classroom Teachers, PACE Teacher	Nov	Feb	June

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 4th grade 2022 reading STAAR had 32% of students with limited progress and 102% of projected growth met on Fall to Spring MAP (Quintile 1: 81%). **Root Cause**: 4th grade had the highest percent of students served in special ed and dyslexia.
Problem Statement 4: 1st grade reading had 83% of projected growth met on Fall to Spring MAP (Quintile 1: 75%, Quintile 3: 84%, Quintile 4: 74%). **Root Cause**: Social Emotional needs as an overall grade level impacted instruction

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and from 2022 to 2023.

Performance Objective 2: The percentage of 3rd-5th grade students that score meets grade level or above on STAAR Reading will increase from 78% in 2022 to 79% in 2023. The Special Education student group performance will increase from 61% in 2022 to 64% in 2023. The Economically Disadvantaged student group performance will increase from 60% in 2022 to 62% in 2023.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Use and monitor differentiated strategies to effectively plan intervention and enrichment in order to meet the needs of the learners. **Strategy's Expected Result/Impact:** Increase growth measured by IRI, MAP and STAAR. **Staff Responsible for Monitoring:** Classroom Teachers, PACE Teacher	20%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Increased participation by the administration in the collaborative team planning process, with an emphasis on Plano ISD's Instructional Framework model. **Strategy's Expected Result/Impact:** As teams develop a stronger understanding of the PLC process, they will begin to intentionally focus on the four key questions. This will allow them to plan more effectively and ensure high-quality instruction in the classrooms. During grade level collaborative plannings, teams will document intervention and enrichment strategies that address the questions. Admin will also use collaborative forms during planning that aligns with the collaborative framework. **Staff Responsible for Monitoring:** Grade Level Teachers, Administration **Problem Statements:** Student Learning 2	25%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Implement guided reading, small group instruction through a balanced literacy approach. Follow-up coaching, introducing modeling observations and offering feedback will occur in grades K-2 to ensure fidelity in the implementation of guided reading and other balanced literacy components learned from the Reading Academy. In grades 3-5 coaching offered to give feedback on best practices and small			

group instruction in reading.

Strategy's Expected Result/Impact: Students will show growth in IRI's, MAP and STAAR

Staff Responsible for Monitoring: Classroom teachers, staff

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 4th grade 2022 reading STAAR had 32% of students with limited progress and 102% of projected growth met on Fall to Spring MAP (Quintile 1: 81%). **Root Cause**: 4th grade had the highest percent of students served in special ed and dyslexia.

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Hughston 3rd grade students that score meets grade level or above on STAAR Math will increase from 78% in 2022 to 79% in 2023. The Hispanic student group performance will increase from 70% in 2022 to 72% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Build Teacher capacity in grades K-5 adding depth and complexity to math instruction through the PLC process. **Strategy's Expected Result/Impact:** As teams develop stronger understanding of the PLC processes, they will begin to intentionally focus on the four key questions. This will allow them to plan more effectively, ensuring high quality instruction in all classrooms. **Staff Responsible for Monitoring:** Grade Level Teachers, Administration, Instructional Specialist, **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	25%		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Analyze MAP data to determine flexible instructional groupings to target quintile 1 and 2 student groups for instructional growth with intentional programming. **Strategy's Expected Result/Impact:** Increase the percentage of students reaching target growth measures at end of year on STAAR and MAP math. **Staff Responsible for Monitoring:** Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%		

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Differentiate curriculum during collaborative planning to meet the needs of Quintile 1 students addressing need for enrichment. **Strategy's Expected Result/Impact:** Increase collaborative team discussions about critical question 4 as measured by a collaborative team planning form. **Staff Responsible for Monitoring:** Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 4th grade 2022 math STAAR had 36% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Quintile 1: 91%, Quintile 3: 98%; Quintile 4: 111%). **Root Cause**: 4th grade had the highest percent of students served in special ed and dyslexia.

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 2022 to 2023.

Performance Objective 2: The percentage of Hughston 3rd-5th grade students that score meets grade level or above on STAAR Math will increase from 65% in 2022 to 66% in 2023. The Special Education student group performance will increase from 61% in 2022 to 64% in 2023. The Economically Disadvantaged student group performance will increase from 47% in 2022 to 49% in 2023.

Evaluation Data Sources: 2023 Math STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Build Teacher capacity in grades K-5 adding depth and complexity to math instruction through the PLC process.	Nov	Feb	June
Strategy's Expected Result/Impact: As teams develop stronger understanding of the PLC processes, they will begin to intentionally focus on the four key questions. This will allow them to plan more effectively, ensuring high quality instruction in all classrooms. **Staff Responsible for Monitoring:** Grade Level Teachers, Administration, Instructional Specialist, **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%		

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Analyze MAP data to determine flexible instructional groupings to target quintile 1 and 2 student groups for instructional growth with intentional programming.	Nov	Feb	June
Strategy's Expected Result/Impact: Increase the percentage of students reaching target growth measures at end of year on STAAR and MAP math. **Staff Responsible for Monitoring:** Grade Level Teachers **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1	20%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 4th grade 2022 math STAAR had 36% of students with limited progress and 100% of projected growth met on Fall to Spring MAP (Quintile 1: 91%, Quintile 3: 98%; Quintile 4: 111%). **Root Cause**: 4th grade had the highest percent of students served in special ed and dyslexia.

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 2022 to 2023.

Performance Objective 1: The percent of Hughston 5th grade students that score meets grade level or above on STAAR Science will increase from 65% in 2022 to 66% in 2023. The Special Education student group performance will increase from 42% in 2022 to 45% in 2023.

Evaluation Data Sources: 2023 Science STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase opportunities for hands on experiences and learning utilizing the science lab. **Strategy's Expected Result/Impact:** Increase the percentage of students that score meets or above on Science STAAR. **Staff Responsible for Monitoring:** Grade Level Teachers	Formative		
	Nov	Feb	June
	20%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Identify critical vocabulary in each unit of study and provide engaging instruction using strategies from the district instructional model. **Strategy's Expected Result/Impact:** Increase the percentage of students that score meets or above on Science STAAR. **Staff Responsible for Monitoring:** Grade Level Teachers	Formative		
	Nov	Feb	June
	25%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Through MAP and STAAR analysis, identify strands of weakness across all grade levels on campus and district and provide targeted instruction to address these weaknesses. **Strategy's Expected Result/Impact:** Increase the percentage of students that score meets or above on Science STAAR. **Staff Responsible for Monitoring:** Grade Level Teachers	Formative		
	Nov	Feb	June
	10%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

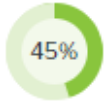
Goal 4: Hughston students will possess the knowledge and skills that will enable them to be future-ready citizens and leaders in the workforce.

Performance Objective 1: A Multi-Tiered Systems of Supports (MTSS) team will be established and trained to begin implementation in creating a school wide system to help support students in both their social-emotional well being, as well as academic needs.

Evaluation Data Sources: Observations, Review 360, attendance

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: MTSS team will trained in the district processes and procedures and have a system for Hughston that ensures all students' social and emotional needs are met. **Strategy's Expected Result/Impact:** Increase staff knowledge of the MTSS process and monitor students support plans. **Staff Responsible for Monitoring:** Administration and MTTS team			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 2: Student Support Team(s) will be identified to ensure the correct staff members are working with students and creating individual student intervention plans in Edugence that will progress monitor and revise updates to the plan. **Strategy's Expected Result/Impact:** Increased student achievement and social and emotional needs. **Staff Responsible for Monitoring:** Classroom teachers, Counselor and Student Support Team			

 No Progress Accomplished Continue/Modify Discontinue

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Jennifer Caplinger	Principal
Administrator	Elena Helms	AP
Non-classroom Professional	Rebecca Sims	Counselor
Business Representative	Copper & Quinn Jewelry	Business Representative
Parent	Katie Meredith	Parent
Community Representative	Nicole Geiler	Community Member/Parent/PTA
Business Representative	Groggy Dog	Business Representative
Non-classroom Professional	Katy Brandeland	Professional Staff Member
Classroom Teacher	Lori Turnbull	Faculty Member
Classroom Teacher	Mackenzie Thompson	Classroom Teacher
Parent	Susan Coffman	Parent
Parent	Kelly Finklea	Parent
Non-classroom Professional	Karen Gournay	Faulty Member
Parent	Mike Donahoo	Business Representative
Non-classroom Professional	Ashley Green	Professional Staff Member
Parent	Jennifer Billingslea	Parent
Parent	Shelley Budke	Parent/Community Member
District-level Professional	Ashley Davis	District Level Member
Classroom Teacher	Heather Ressler	Faculty Member
Classroom Teacher	Luis Ycaza	Faculty Member
Non-classroom Professional	Julie Reed	Staff Member

Campus Funding Summary

199 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,120.00
				+/- Difference	$1,120.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$198.00
				+/- Difference	$198.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,430.00
				+/- Difference	$1,430.00
				Grand Total Budgeted	$2,748.00
				Grand Total Spent	$0.00
				+/- Difference	$2,748.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.
Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	10	38	0	0	0	8	5	0	0	44	6	50
2022	100	60	82				75	80			80	67	78
2023	100	62	83				78	82			81	68	79
2024	100	64	83				81	84			81	70	79
2025	100	66	84				85	86			82	72	80
2026	100	70	86				91	90			84	75	82
2027	100	74	87				98	94			85	78	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Campus 2027 Goal for each student group based on the increase for each group required at the district level.
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Reading

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	10	33	0	2	0	13	16	0	3	36	20	56
2022	57	60	70		50		46	38		67	78	50	68
2023	59	62	71		51		49	40		69	79	51	69
2024	61	64	71		51		52	42		71	79	53	69
2025	63	66	72		52		56	44		74	80	55	70
2026	67	70	74		54		62	48		78	82	58	72
2027	71	74	75		55		69	52		83	83	61	73

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	9	31	0	2	0	12	9	1	3	45	7	52
2022	100	89	87		100		67	89	100	100	89	100	90
2023	100	91	88		100		70	91	100	100	90	100	91
2024	100	93	88		100		73	93	100	100	90	100	91
2025	100	95	89		100		77	95	100	100	91	100	92
2026	100	99	91		100		83	99	100	100	93	100	94
2027	100	100	92		100		90	100	100	100	94	100	95

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

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Reading

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	29	102	0	4	0	33	30	1	6	125	33	158
2022	73	69	79		75		61	60	100	83	82	64	78
2023	75	71	80		76		64	62	100	85	83	65	79
2024	77	73	80		76		67	64	100	87	83	67	79
2025	79	75	81		77		71	66	100	90	84	69	80
2026	83	79	83		79		77	70	100	94	86	72	82
2027	87	83	84		80		84	74	100	99	87	75	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Math

Grade 3

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	1	10	38	0	0	0	8	5	0	0	44	6	50
2022	100	70	79				88	80			80	67	78
2023	100	72	80				91	82			81	69	79
2024	100	75	82				94	85			83	71	81
2025	100	79	84				98	89			85	74	83
2026	100	83	86				100	93			87	78	85
2027	100	89	89				100	99			90	83	88

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

2022 Rates: Based on percent of students at STAAR All Grades Meets Grade Level standard on Accountability Subset based on Domain 1 Rules.
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Campus 2027 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 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Math

Grade 4

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	7	10	33	0	2	0	13	16	0	3	36	20	56
2022	43	70	52		0		54	25		67	64	30	52
2023	46	72	53		1		57	27		69	65	32	53
2024	49	75	55		3		60	30		71	67	34	55
2025	52	79	57		5		64	34		74	69	37	57
2026	58	83	59		7		69	38		78	71	41	59
2027	64	89	62		10		76	44		83	74	46	62

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

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Math

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	9	31	0	2	0	12	9	1	3	45	7	52
2022	100	56	65		100		50	67	0	100	67	71	67
2023	100	58	66		100		53	69	1	100	68	73	68
2024	100	61	68		100		56	72	3	100	70	75	70
2025	100	65	70		100		60	76	5	100	72	78	72
2026	100	69	72		100		65	80	7	100	74	82	74
2027	100	75	75		100		72	86	10	100	77	87	77

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

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Math

All Grades

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	11	29	102	0	4	0	33	30	1	6	125	33	158
2022	64	66	66		50		61	47	0	83	70	45	65
2023	67	68	67		51		64	49	1	85	71	47	66
2024	70	71	69		53		67	52	3	87	73	49	68
2025	73	75	71		55		71	56	5	90	75	52	70
2026	79	79	73		57		76	60	7	94	77	56	72
2027	85	85	76		60		83	66	10	99	80	61	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hughston

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Target for interim years based achieving increases of 12% in 2023, 15% in 2024, 18% in 2025, 25% in 2026, and 30% in 2027 of the required overall increase from 2022 to 2027.

Science 5

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	3	9	31	0	2	0	12	9	1	3	45	7	52
2022	100	56	55		100		42	78	0	67	62	86	65
2023	100	58	56		100		45	80	1	69	63	88	66
2024	100	61	58		100		48	83	3	71	65	90	68
2025	100	65	60		100		52	87	5	74	67	93	70
2026	100	70	62		100		57	92	8	78	69	97	72
2027	100	76	65		100		64	98	12	83	72	100	75

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
Principal, 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, District Coordinator K-12 Health and Physical Education, District Health Services	**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. Campus Wellness Plan • 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.	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	● K-8 Measure MVPA and physical activity time 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, Human Resources	**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, Executive Director for Student and Family Services	**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		