Plano Independent School District

Huffman Elementary

2022-2023

THE IB WORLD SCHOOL
AT HUFFMAN ELEMENTARY

Board Approval Date: September 20, 2022

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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- 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. 28

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The IB World School at Huffman Elementary is a campus built in 1984. It is situated in a large neighbood full of single-family homes and is adjacent to a large, well-maintained park and Shepton High School. Huffman has undergone tremendous change in demographics, especially related to those families coming who qualify as Economically Disadvantaged. In 2007, redistricting resulted in a jump from 21% economically disadvantaged students to 33% economically disadvantaged students in 2008. As of 2022, Huffman is at 53% of their students coming from an economically disadvantaged background.

Plano ISD has been proactive in supporting the school and their ability to meet the needs of a diverse community through funding and campus-based decision making which has resulted in the campus beginining the process of becoming an Internatonal Baccalaureate school in 2017. Huffman became fully recognized as an IB Primary Years Programme in 2019. As an IB PYP campus, students are educated with an inquiry and transdisciplinary approach which values the education of the whole child.

Teachers are facilitators for students learning. Teachers have agency to guide students to find answers through exploration which is unique to Huffman and the IB program. The campus takes the Texas Essential Knowledge and Skills (TEKS) and aligns them so that each concept flows throughout all disciplines. Grade Levels work together to create a unique curriculum that is exciting and engaging for our students. The students have a universal language and a consistent unit of inquiry in each classroom. There is a focus on social emotional learning to ensure basic needs are met so the student can value academic learning. Students not only learn about other cultures, but learn Chinese Mandarin for all grades PK-5. The IB PYP approach helps students develop a deeper understanding of the world around them.

With Huffman's unique program, anyone in Plano ISD or surrounding districts can apply to attend the campus and are then selected through random lottery. In addition to transfers, Huffman is zoned with some apartment complexes that sometimes result in increased student mobility. This can create challenges for students acclimating to the IB PYP approach. Students who transfer must also adhere to district standards for disciplne, behavior and academics, which requires close monitoring, clear communication, and consistent implementataion of standards by Huffman staff. Recognizing student needs and providing timely intervention for a transient culture is critical.

The COVID pandemic has placed a strain on both students and staff as they worked to provide an excellent educational experience for students who attended virtually and in-person in a socially distanced way. It has created challenges for onboarding new staff. Due to the amount of training and funding spent to create highly qualified IB PYP teachers, long-term retention is critical to meet the needs of Huffman students.

Huffman utilizes two teacher leadership teams. The Foundations Team addresses the needs of culture to ensure that students, their families, and teachers have a supportive productive place to learn and work. The Design Team continually looks to improve best instructional practices based on the needs of the campus that are directly tied to informal and formal data. Huffman also has a strong site-based decision committee that encompases both teams, parents, district, and community members.

Partnership between home and school is a priority at Huffman. Huffman has a strong parent presence through volunteerism, teacher appreciation, and family programs. One of the greatest advantages of Huffman Elementary is that the school is made up of a more accurate mirror of the diverse populations and people that families can be confiident that their child will be prepared for success based on the learning approach and culture of Huffman.

Demographics

Demographics Summary

Students

- 550 enrolled (55% male, 45% female)
- 36% African American
- 28% Hispanic
- 20% White9% Asian
- 6% 2 or more
- 13% Gift and Talented
- 17% ELL
- 13% Special Education
- 56% Free and Reduced Lunch
- 36% At-Risk
- Student mobility 19%
- 1/3 of Huffman students are transfers

Staff

- 6% African American
- 9% Hispanic
- 35% White
- 2% American Indian
- 8% Asian
- 40% less than 5 years experience
- High staff turnover

Community

- increased parent involement - financially, advocacy, participation

Demographics Strengths

- PK-5 IB PYP
- Open enrollment for zoned students and IB PYP lottery application for district transfers
- blended community reflective of real world
- Inquiry based instruction

- increased parent involement - financially, advocacy, participation

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According to 21-22 campus discipline data, there is a significant disparity with behavior referrals for African American students compared to other sub-populations. **Root Cause:** Lack of consistency for discipline process and interventions for repeated issues.

Problem Statement 2 (Prioritized): According to 21-22 MAP data, students who are Emergent Bilingual, receive Special Education Services, or who come from Economically Disadvantaged backgrounds are performing significantly lower than all students on MAP assessments. **Root Cause:** Lack of consistency for monitoring and intervention systems.

Student Learning

Student Learning Summary

Spring 2022 STAAR

- 3rd-5th met reading goal
- 4th and 5th showed growth in math from previous school year
- Math 3rd-5th did not meet goal
- Science did not meet goal

Math MAP

- Kindergarten - African American is the only sub population underperforming compared to the mean
- 1st Grade - African American and Hispanic sub populations are underperforming compared to the mean
- 2nd Grade - African American, Hispanic, and 2 or more sub populations are underperforming compared to the mean
- 3rd Grade - African American and Hispanic sub populations are underperforming compared to the mean and the White sub population is above the mean
- 4th Grade - African American and Hispanic sub populations are underperforming compared to the mean and the White sub population is above the mean
- 5th Grade - African American and Hispanic sub populations are underperforming compared to the mean. Asian and White sub populations are above the mean.

Reading MAP

- Overall reading MAP data shows slower growth
- Kindergarten - African American and Hispanic sub populations underperforming compared to the mean
- 1st Grade - African American, Hispanic, and 2 or more sub populations are underperforming compared to the mean
- 2nd Grade - African American, Hispanic, and 2 or more sub populations are underperforming compared to the mean and the White sub population is above the mean
- 3rd Grade - Hispanic sub populatin is underperforming compared to the mean
- 4th Grade - African American and Hispanic sub populations underperforming compared to the mean
- 5th Grade - African American and Hispanic sub populations underperforming compared to the mean

Student Learning Strengths

- Spring 2022 STAAR - 3rd-5th met reading goal
- 4th and 5th showed growth in math from previous school year
- 4th and 5th African American students had an increase in the number of students who met their growth projection on MAP.
- 3rd African American scored above grade level mean in reading and 70% met their growth projection.
- 51% of 5th graders mastered reading, according to MAP

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to 21-22 MAP data, students are not making gains in reading to meet district/state expectations. **Root Cause:** Inconsistent monitoring to ensure students are on progress.

Problem Statement 2: According to 21-22 MAP data, students are not making gains in Science to meet district/state expectations. **Root Cause:** IB Units may be to focused on Social Studies rather than Science.

School Processes & Programs

School Processes & Programs Summary

- MTSS/SST - attendance, behavior and academic
- Teachers on hiring panels for teaching positions
- Onboarding practices - all staff and new students will participate in an onboarding protocol to acclimate to Huffman (majority of new staff are from out of district)
- inconsistent documentation of discipline
- efficient use of time in teacher collaboration

School Processes & Programs Strengths

- strong hiring processes (rubrics, procedures, etc)
- teams plan within PLC process
- SST and team meetings to address student concerns
- weekly IB focused planning within teams
- intentional plan for Title I parent involement nights
- regular leadership team meetings - Design Team and Foundations Team
- Intervention/Enrichment (IE) designated in master schedule

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the April 2022 HRS Level 2 Survey, only 57% of staff believe they have time to observe and discuss effective teaching practices. **Root Cause:** Systemic trust and communication issues have negatively impacted systems that provide for peer observation opportunities.

Problem Statement 2: According to the January 2022 HRS Level 1 Survey, only 27% of students feel that they have input to how the school should function. **Root Cause:** The pandemic restrictions have limited collaborative input opportunities by students with things like Student Council.

Perceptions

Perceptions Summary

Attendance

- Lower attendance rate annually compared to district (91% v 93%).
- Last year's attendancce was 95% compared to district's 98%

21-22 attendance data by sub pops:

- Hispanic 92.2%
- American Intian 94.3%
- Asian 94.6%
- Black/AA 91.8%
- Haw/Pac Islander 87%
- White 94.8%
- 2 or more 91.2%
- SpEd 91.8%
- Econ Dis 91.4%
- EB (ELL) 92.4%

21-22 and 22-23 Staffing

- currently 24 new hires (most from out of district)

Parent/Guardian

- daytime events for working parents
- inconsistent parent receipt of communication
- language barriers (Spanish)

Behavior/Disicipline Management according to Review 360 data

- 3rd-4th Nine Weeks had >50% of incidents involving African American students
- 250 office managed discipline incidents for the school year
- 194 students had office referrals
- 11 repeat students with 5 or more office referrals
- 942 teacher managed incidents
- 14 students with >20 incidents
- Not all students received a Huffman High Five for the school year
- Overall incidents peaked in September and April

Perceptions Strengths

Behavior/Disicipline Management according to Review 360 data

- after initial acclimation, overall drop in office managed incidents
- only 11 students had 5+ office referrals; others less than 5
- 393 Huffman High Fives (positive referrals) for 281 students
- Decline in referrals from April to May
- 6 bullying investigations and only 2 founded/sustained

Staffing

- re-establish our "why" - positive culture/climate

Parent/Guardian

- Huff Talks - outside experts to speak to students
- Title I info sent - district parent trainings
- Facebook - Huffman Community FB page (parent run)
- SBIC

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the April 2022 HRS Level 2 Survey, only 57% of staff believe the campus retains effective teachers. According to hiring records, 24 of 64 staff will be new for the 22-23 school year. **Root Cause:** The campus has had an inconsistent plan for onboarding new teachers.

Priority Problem Statements

Problem Statement 1: According to 21-22 campus discipline data, there is a significant disparity with behavior referrals for African American students compared to other sub-populations.

Root Cause 1: Lack of consistency for discipline process and interventions for repeated issues.

Problem Statement 1 Areas: Demographics

Problem Statement 3: According to 21-22 MAP data, students are not making gains in reading to meet district/state expectations.

Root Cause 3: Inconsistent monitoring to ensure students are on progress.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the April 2022 HRS Level 2 Survey, only 57% of staff believe the campus retains effective teachers. According to hiring records, 24 of 64 staff will be new for the 22-23 school year.

Root Cause 4: The campus has had an inconsistent plan for onboarding new teachers.

Problem Statement 4 Areas: Perceptions

Problem Statement 2: According to 21-22 MAP data, students who are Emergent Bilingual, receive Special Education Services, or who come from Economically Disadvantaged backgrounds are performing significantly lower than all students on MAP assessments.

Root Cause 2: Lack of consistency for monitoring and intervention systems.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

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 2022 to 2023.

Performance Objective 1: HB3 - The percent of Huffman 3rd grade students that score meets grade level or above on STAAR Reading will increase from 50% in 2022 to 51% by June 2023. The English Learner student group performance will increase from 38% in 2022 to 40% in 2023. The Hispanic student group performance will increase from 35% in 2022 to 37% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Reading - 3rd Grade

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator during weekly meetings and monthly extended PLC time to plan instruction and discuss informal data and analyze monthly 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 **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			

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

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 **TEA Priorities:** Build a foundation of reading and math			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Staff will identify students who need additional intervention to meet grade level performance expectations to attend Saturday School. **Strategy's Expected Result/Impact:** Students at meets and masters expectation will increase. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: All K-3 Teachers, Special Education Teachers, Instructional Specialists, and administrators will participate in the Texas Reading Academy. **Strategy's Expected Result/Impact:** Increased percentages performing at meets and master's levels according to MAP and STAAR. **Staff Responsible for Monitoring:** K-3 Team Leaders, Instructional Specialists, Administrators **Problem Statements:** Demographics 2 - Student Learning 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: According to 21-22 MAP data, students who are Emergent Bilingual, receive Special Education Services, or who come from Economically Disadvantaged backgrounds are performing significantly lower than all students on MAP assessments. **Root Cause**: Lack of consistency for monitoring and intervention systems.

Student Learning
Problem Statement 1: According to 21-22 MAP data, students are not making gains in reading to meet district/state expectations. **Root Cause**: Inconsistent monitoring to ensure students are on progress.

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 2022 to 2023.

Performance Objective 2: The percent of Huffman students that score Meets Grade Level or above on STAAR Reading 3-5 will increase from 58% in 2022 to 59% by June 2023. The Special Education student group performance will increase from 36% in 2022 to 39% in 2023. The Economically Disadvantaged student group performance will increase from 45% in 2022 to 47% in 2023.

Evaluation Data Sources: 2023 STAAR Reading

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator during weekly planning meetings and monthly extended PLC time to plan instruction and discuss informal data and analyze monthly 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 **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			

Strategy 2 Details	Formative Reviews		
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Strategy 3 Details	Formative Reviews		
	Formative		
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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 **TEA Priorities:** Build a foundation of reading and math			

Strategy 4 Details	Formative Reviews		
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	Nov	Feb	June
Strategy 4: Staff will identify students who need additional intervention to meet grade level performance expectations to attend Saturday School. **Strategy's Expected Result/Impact:** Students at meets and masters expectation will increase. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: All K-3 Teachers, Special Education Teachers, Instructional Specialists, and administrators will participate in the Texas Reading Academy. **Strategy's Expected Result/Impact:** Increased percentages performing at meets and master's levels according to MAP and STAAR. **Staff Responsible for Monitoring:** K-3 Team Leaders, Instructional Specialists, Administrators **Problem Statements:** Demographics 2 - Student Learning 1			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: Teachers will use I-Station as an additional monthly progress monitoring tool. **Strategy's Expected Result/Impact:** Increased performance in reading. **Staff Responsible for Monitoring:** Grade Level Teachers, Instructional Specialists, Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math -			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: According to 21-22 MAP data, students who are Emergent Bilingual, receive Special Education Services, or who come from Economically Disadvantaged backgrounds are performing significantly lower than all students on MAP assessments. **Root Cause**: Lack of consistency for monitoring and intervention systems.
Student Learning
Problem Statement 1: According to 21-22 MAP data, students are not making gains in reading to meet district/state expectations. **Root Cause**: Inconsistent monitoring to ensure students are on progress.

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 Huffman 3rd grade students that score meets grade level or above on STAAR Math will increase from 28% in 2022 to 29% by June 2023. The African American student group performance will increase from 14% in 2022 to 17% in 2023. The Economically Disadvantaged student group performance will increase from 18% in 2022 to 20% in 2023.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Math - 3rd Grade

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 **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			

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Strategy 4 Details	Formative Reviews		
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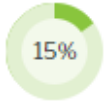
Strategy 4: Grade levels will use Number Talks and Target Math resources to build number sense and problem solving skills. **Strategy's Expected Result/Impact:** Lesson plans will reflect the use of these resources. Math MAP increases according to recommended growth guidelines. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math			

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Performance Objective 1 Problem Statements:

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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 percent of Huffman students that score Meets grade level or above on STAAR Math 3-5 will increase from 43% in 2022 to 44% by June 2023. The Special Education student group performance will increase from 25% in 2022 to 28% in 2023. The Economically Disadvantaged student group performance will increase from 29% in 2022 to 31% in 2023.

Evaluation Data Sources: 2023 STAAR Math

Strategy 1 Details	Formative Reviews		
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Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator during weekly planning and monthly extended PLC time 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 **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			

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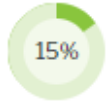
Strategy 4: Grade levels will sse Number Talks and Target Math resources to build number sense and problem solving skills. **Strategy's Expected Result/Impact:** Lesson plans will reflect the use of these resources. Math MAP increases according to recommended growth guidelines. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Team Leaders, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Staff will identify students who need additional intervention to meet grade level performance expectations to attend Saturday School. **Strategy's Expected Result/Impact:** Students at meets and masters expectation will increase. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: According to 21-22 MAP data, students who are Emergent Bilingual, receive Special Education Services, or who come from Economically Disadvantaged backgrounds are performing significantly lower than all students on MAP assessments. **Root Cause**: Lack of consistency for monitoring and intervention systems.
Student Learning
Problem Statement 1: According to 21-22 MAP data, students are not making gains in reading to meet district/state expectations. **Root Cause**: Inconsistent monitoring to ensure students are on progress.

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 Huffman students that score Meets grade level or above on STAAR Science 5 will increase from 35% in 2022 to 36% by June 2023. The Hispanic student group performance will increase from 19% in 2022 to 21% in 2023. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 22% in 2023.

Evaluation Data Sources: 2023 STAAR Science

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade levels will collaborate with the instructional specialists and IB Coordinator during weekly planning meetings and monthly extended PLC time to plan instruction and discuss informal data and monthly analyze formal data (Unit Assessments and MAP).	Formative		
	Nov	Feb	June
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 **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			

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	50%		

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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	100%	100%	100%

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: IB Curriculum units will be rewritten. for increased focus on science TEKS and hands on explorations. **Strategy's Expected Result/Impact:** Increases in Science MAP/STAAR according to expected growth measures. **Staff Responsible for Monitoring:** Teachers, Instructional Specialists, IB Coordinator, Administrators **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	85%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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 Campus Instructional Snapshot 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 1			

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 **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 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: The Huffman Leadership Team will complete the book study Creating Magic 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 1			

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 2022-23 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 **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 1			

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 **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			

Strategy 6 Details	Formative Reviews		
Strategy 6: Huffman will provide strong onboarding strategies to help new staff feel confident in Huffman procedures.	Formative		
Strategy's Expected Result/Impact: Increased staff retention. **Staff Responsible for Monitoring:** Mentor Teachers Instructional Specialists Team Leaders IB Coordinator Administrators **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 1	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
Strategy 7: Huffman will utilized Club Friday to provide meaningful learning that incorporates voice and choice for students will providing staff additional extended time to work as a professional learning community.	Formative		
Strategy's Expected Result/Impact: Increased staff morale Efficient use of time for planning **Staff Responsible for Monitoring:** Team Leaders, Instructional Specialists, IB Coordinator, Administrators **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, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 8: PK, AMP'd, and SPED teams will participate in extended learning once a nine weeks to design IB focused learning. **Strategy's Expected Result/Impact:** Increased staff morale. Efficient use of planning time. Increased collaboration for teams that often do not have time to have conversations about IB implementation. **Staff Responsible for Monitoring:** Team Leaders Administrators IB Coordinator. **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to the April 2022 HRS Level 2 Survey, only 57% of staff believe the campus retains effective teachers. According to hiring records, 24 of 64 staff will be new for the 22-23 school year. **Root Cause**: The campus has had an inconsistent plan for onboarding new teachers.

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.

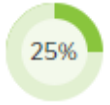
Performance Objective 2: Huffman will improve the time spent on instruction by improving student behavior as documented by decreased discipline events and repeat discipline offenders.

Evaluation Data Sources: Campus Discipline Reports

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 **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:** Demographics 1			

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 **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 3: Huffman will utilize the Foundations committee to continue to explore and implement PBIS strategies. **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 **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Problem Statements:** Demographics 1			

Strategy 4 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 4: Huffman will implement a multi-faceted student recognition system to encourage strong attendance, academics, behavior, and community service. **Strategy's Expected Result/Impact:** Increased numbers of students recognized Positive student connections to school **Staff Responsible for Monitoring:** Teachers , Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 5 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 5: Huffman will implement a flexible schedule to serve students with Club Friday so that they can have voice and choice in clubs that are offered during the school day and provide opportunities to make 21st century and career connections. **Strategy's Expected Result/Impact:** Increase student engagement **Staff Responsible for Monitoring:** AMP'd Teachers Team Leaders Administrators **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			

Strategy 6 Details	Formative Reviews		
	Formative		
	Nov	Feb	June
Strategy 6: New students will be inducted into the Huffman culture through Hawk Ambassadors. **Strategy's Expected Result/Impact:** New students make connections to model students to understand schoolwide expectations. **Staff Responsible for Monitoring:** Classroom teachers Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: According to 21-22 campus discipline data, there is a significant disparity with behavior referrals for African American students compared to other sub-populations. **Root Cause**: Lack of consistency for discipline process and interventions for repeated issues.

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	$2,270.00
				+/- Difference	$2,270.00

199 Bilingual/ESL/ELL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$570.00
				+/- Difference	$570.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$268,600.00
				+/- Difference	$268,600.00

282 ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,060.00
				+/- Difference	$5,060.00
				Grand Total Budgeted	$276,500.00
				Grand Total Spent	$0.00
				+/- Difference	$276,500.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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	28	20	14	0	3	1	11	41	3	13	51	19	70
2022	50	35	79		100	0	55	39	67	38	53	42	50
2023	52	37	80		100	2	58	41	68	40	54	43	51
2024	54	39	80		100	4	61	43	68	42	54	45	51
2025	56	41	81		100	6	65	45	69	45	55	47	52
2026	60	45	83		100	10	71	49	71	49	57	50	54
2027	64	49	84		100	14	78	53	72	54	58	53	55

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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 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	26	25	16	1	8	0	12	40	0	16	54	28	82
2022	38	44	88	100	75		17	35		44	57	46	54
2023	40	46	89	100	76		20	37		46	58	47	55
2024	42	48	89	100	76		23	39		48	58	49	55
2025	44	50	90	100	77		27	41		51	59	51	56
2026	48	54	92	100	79		33	45		55	61	54	58
2027	52	58	93	100	80		40	49		60	62	57	59

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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 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	26	26	14	1	9	1	13	44	1	18	57	23	80
2022	62	69	71	0	100	100	38	59	100	78	74	61	70
2023	64	71	72	1	100	100	41	61	100	80	75	62	71
2024	66	73	72	2	100	100	44	63	100	82	75	64	71
2025	68	75	73	3	100	100	48	65	100	85	76	66	72
2026	72	79	75	4	100	100	54	69	100	89	78	69	74
2027	76	83	76	6	100	100	61	73	100	94	79	72	75

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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

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	80	71	44	2	20	2	36	125	4	47	162	70	232
2022	50	51	80	50	90	50	36	45	75	55	62	50	58
2023	52	53	81	51	91	52	39	47	76	57	63	51	59
2024	54	55	81	52	91	54	42	49	76	59	63	53	59
2025	56	57	82	53	92	56	46	51	77	62	64	55	60
2026	60	61	84	54	94	60	52	55	79	66	66	58	62
2027	64	65	85	56	95	64	59	59	80	71	67	61	63

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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.

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	28	20	14	0	3	1	11	40	3	13	51	18	69
2022	14	30	43		100	0	36	18	33	31	29	22	28
2023	17	32	44		100	2	39	20	34	33	30	24	29
2024	20	35	46		100	4	42	23	36	35	32	26	31
2025	23	39	48		100	7	46	27	38	38	34	29	33
2026	29	43	50		100	11	51	31	40	42	36	33	35
2027	35	49	53		100	15	58	37	43	47	39	38	38

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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.

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	26	25	16	1	8	0	12	40	0	16	54	28	82
2022	31	36	69	100	50		8	20		31	46	32	41
2023	34	38	70	100	51		11	22		33	47	34	42
2024	37	41	72	100	53		14	25		35	49	36	44
2025	40	45	74	100	55		18	29		38	51	39	46
2026	46	49	76	100	57		23	33		42	53	43	48
2027	52	55	79	100	60		30	39		47	56	48	51

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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.

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	26	26	14	1	9	1	13	44	1	18	57	23	80
2022	38	54	71	0	100	100	31	48	100	67	67	35	57
2023	41	56	72	1	100	100	34	50	100	69	68	37	58
2024	44	59	74	3	100	100	37	53	100	71	70	39	60
2025	47	63	76	5	100	100	41	57	100	74	72	42	62
2026	53	67	78	7	100	100	46	61	100	78	74	46	64
2027	59	73	81	10	100	100	53	67	100	83	77	51	67

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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.

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	80	71	44	2	20	2	36	124	4	47	162	69	231
2022	28	41	61	50	80	50	25	29	50	45	48	30	43
2023	31	43	62	51	81	52	28	31	51	47	49	32	44
2024	34	46	64	53	83	54	31	34	53	49	51	34	46
2025	37	50	66	55	85	57	35	38	55	52	53	37	48
2026	43	54	68	57	87	61	40	42	57	56	55	41	50
2027	49	60	71	60	90	65	47	48	60	61	58	46	53

HB3 Campus Goals - All Grades STAAR at Meets Standard

Huffman

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.

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	26	26	13	1	9	1	13	44	1	18	56	23	79
2022	23	19	62	0	89	0	23	20	0	33	43	17	35
2023	26	21	63	1	90	2	26	22	1	35	44	19	36
2024	29	24	65	3	92	5	29	25	3	37	46	21	38
2025	32	28	67	5	94	8	33	29	5	40	48	24	40
2026	38	33	69	7	96	13	38	34	8	44	50	28	42
2027	44	39	72	10	99	18	45	40	12	49	53	32	45

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		