

Plano Independent School District

Hughston Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

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

Shared Commitments

In order to achieve the shared vision of our school, Hughston Elementary staff have made the following collective commitments:

- Open to new ideas: Engage in meaningful professional growth.
- Self care: Be mindful of why you are a teacher.
- Innovative: Develop and implement common formative assessments.
- Preparation: Study, align and clarify the standards, resources & assessments.
- Appreciating differences: Have high expectations for all student learning.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs. 1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning. 1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students. 1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis. 1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom. 1.7 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 ELAR from 2022 baseline to 2024. 1.8 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 baseline to 2024. 1.9 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 baseline to 2024. 1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.	13
Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways. Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests. Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future. Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system). DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students. DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.	21
Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students. Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position. Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth. Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.	22
Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging. Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events. Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment. Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community. Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication. DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.	23
Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff. Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences. Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes. Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students. DIP - 5.4 Federal and State Mandates	28

Comprehensive Needs Assessment

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 380 students with each grade level having 2 or 3 teachers. Hughston provides students with special education needs and has a Strive classroom and an Elevate classroom. Hughston has retained teachers through the years. Instructional Specialist, ESL teacher, Librarian, Gifted and Talented teacher and dyslexia teacher help support students in various grade levels.

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 DOGS 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; PTA sponsored after-school clubs; Mustang Choir Club; Collin County Adventure camp (fifth-grade); reading incentive program; Bluebonnet Reading program; Science Fair, 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; school-wide service projects; spirit assemblies; Hughston Hurrahs; and PASAR after-school childcare.

Student Learning Strengths

- Additional support from Instruction Specialist during Mustang Time has positively impacted MAP growth.
- Majority of all Hughston students performing in Quintiles 1 and 2 on reading and math MAP
- 100% of fourth grade students passed STAAR reading
- No grade level/subject had below a 90% passing rate on STAAR

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fall 2022 to Spring 2023 MAP scores (reading and math) for Q1 and Q2 students in 1st and 4th grade were significantly below where it needed to be in order to maintain student progress. **Root Cause:** Lack of intentional planning for differentiated instruction (including resources)

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
- Vertical Team Planning meeting in Math, Reading and Foundations (PBIS)
- 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: Mustang Time (intervention and enrichment) is not being used effectively to grow all students. **Root Cause:** Lack of intentional planning for differentiated 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; Volunteer orientation; Field trip chaperones, Yearbook, 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.

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.

Priority Problem Statements

Problem Statement 1: Fall 2022 to Spring 2023 MAP scores (reading and math) for Q1 and Q2 students in 1st and 4th grade were significantly below where it needed to be in order to maintain student progress.

Root Cause 1: Lack of intentional planning for differentiated instruction (including resources)

Problem Statement 1 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

1.2 Strategic Plan - Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

1.3 Strategic Plan - Design and implement a program evaluation model and calendar that provides data for program improvement on an annual basis.

1.4 Strategic Plan - Design student experiences to increase student agency and engagement in and out of the classroom.

1.7 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 ELAR from 2022 baseline to 2024.

1.8 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 baseline to 2024.

1.9 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 baseline to 2024.

1.10 DIP - Plano ISD will increase student learning in Social Studies as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR 8 Social Studies from 2022 baseline to 2024.

Performance Objective 1: The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 78% in 2022 to 79% by June 2024. The Special Education student group performance will increase from 75% in 2022 to 81% by June 2024. The Economically Disadvantaged student group performance will increase from 80% in 2022 to 84% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 68% in 2022 to 69% by June 2024. The Special Education student group performance will increase from 46% in 2022 to 52% by June 2024. The Economically Disadvantaged student group performance will increase from 38% in 2022 to 42% by 2024.





The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 90% in 2022 to 91% by June 2024. The Special Education student group performance will increase from 67% in 2022 to 73% by June 2024. The Economically Disadvantaged student group performance will

increase from 89% in 2022 to 93% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: Campus Instructional Snapshot focused on 5 Elements - Monitoring student progress, organizing students to interact and collaborate, engaging students in cognitively complex tasks, asking in depth questions, and noticing and reacting when students are not engaged. Strategy's Expected Result/Impact: Increased engagement and higher level thinking in the classroom Staff Responsible for Monitoring: Classroom teachers, Administration ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
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: Increase teacher capacity for intentional planning of differentiated instruction Staff Responsible for Monitoring: Administration, Team Leaders ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Bringing in district personnel to go through the planning protocols with the staff and meet with individual teams during planning. Strategy's Expected Result/Impact: Increase in intentional planning for differentiated instruction Staff Responsible for Monitoring: Administration ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
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 in intentional planning for differentiated instruction Staff Responsible for Monitoring: Administration, Classroom Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Fall 2022 to Spring 2023 MAP scores (reading and math) for Q1 and Q2 students in 1st and 4th grade were significantly below where it needed to be in order to maintain student progress. Root Cause: Lack of intentional planning for differentiated instruction (including resources)

Goal 1: Pillar 1 - Teaching and Learning - All Plano ISD students will be challenged to make appropriate individual growth through high quality programming and instruction that is relevant, engaging and differentiated to meet students' learning needs.

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Performance Objective 2: K-5 MATHEMATICS

The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 78% in 2022 to 81% by June 2024. The Special Education student group performance will increase from 88% in 2022 to 94% by June 2024. The Economically Disadvantaged student group performance will increase from 80% in 2022 to 85% by 2024.

The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 52% in 2022 to 55% by June 2024. The Special Education student group performance will increase from 54% in 2022 to 60% by June 2024. The Economically Disadvantaged student group performance will increase from 25% in 2022 to 30% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 67% in 2022 to 70% by June 2024. The Special Education student group performance will increase from 50% in 2022 to 56% by June 2024. The Economically Disadvantaged student group performance will increase from 67% in 2022 to 72% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
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: Increased rigor in the classroom Staff Responsible for Monitoring: Administration, Classroom Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Campus Instructional Snapshot focused on 5 Elements - Monitoring student progress, organizing students to interact and collaborate, engaging students in cognitively complex tasks, asking in depth questions, and noticing and reacting when students are not engaged. Strategy's Expected Result/Impact: Increased engagement and higher level thinking in the classroom Staff Responsible for Monitoring: Administration, Classroom Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: 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: Increase teacher capacity for intentional planning of differentiated instruction Staff Responsible for Monitoring: Administration, Team Leaders ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
Strategy 4: District Math Coordinator will train the staff on critical thinking skills to be used during math instruction. Strategy's Expected Result/Impact: Increased teacher capacity for differentiation in the classroom Staff Responsible for Monitoring: Administration ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Analyze MAP data to determine flexible instructional groupings to target quintile 1 and 2 student groups for instructional growth with intentional programming, especially during Mustang Time. Strategy's Expected Result/Impact: Increased teacher capacity for differentiation in the classroom Staff Responsible for Monitoring: Classroom Teachers, Administration ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Utilizing PACE specialist in planning to target higher level thinking strategies for quintile 1 and 2 students. Strategy's Expected Result/Impact: Increase classroom rigor through differentiated instruction Staff Responsible for Monitoring: Administration, PACE specialist, Classroom Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
Strategy 7 Details	Reviews		
Strategy 7: Differentiate curriculum during collaborative planning to meet the needs of Quintile 1 students addressing need for enrichment. Strategy's Expected Result/Impact: Increased teacher capacity for differentiation in the classroom Staff Responsible for Monitoring: Administration, Classroom Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Fall 2022 to Spring 2023 MAP scores (reading and math) for Q1 and Q2 students in 1st and 4th grade were significantly below where it needed to be in order to maintain student progress. Root Cause: Lack of intentional planning for differentiated instruction (including resources)

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1.1 Strategic Plan - Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

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Performance Objective 3: K-5 SCIENCE

he percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 65% in 2022 to 68% by June 2024. The Special Education student group performance will increase from 42% in 2022 to 48% by June 2024. The Economically Disadvantaged student group performance will increase from 78% in 2022 to 83% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: Increase opportunities for hands on experiences and learning utilizing the science lab. Strategy's Expected Result/Impact: Increased engagement and higher level thinking in the classroom Staff Responsible for Monitoring: Classroom Teachers, Administration ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	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: Increased engagement and higher level thinking in the classroom Staff Responsible for Monitoring: Classroom Teachers, Administration ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	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: Increased engagement and higher level thinking in the classroom Staff Responsible for Monitoring: Classroom Teachers, Administration ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 2: Pillar 2 - Life Ready - All Plano ISD students will have access to programs and experiences that will build a future-ready workforce and successfully bridge students to their chosen pathways.

Strategic Plan - 2.1 Design, build and implement programs that provide expanded pathways for students to high-wage, high-demand careers that span a variety of interests.

Strategic Plan - 2.2 Provide improved marketing, communications and advising for students and families related to pathways for the future.

Strategic Plan - 2.3 Increase access and opportunities for students to achieve CCMR readiness status (Pre-K through 12th grade system).

DIP - 2.4 Plano ISD will reach and maintain the long term four-year graduation rate for All Students and all student groups at 98.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a four-year graduation rate of 92.7% or higher for all students.

DIP - 2.5 Plano ISD will reach and maintain the long term CCMR rate for All Students at 93.0% or higher by 2037-38 school year. The interim goal is to reach and maintain a CCMR rate of 88% or higher for the all student group.

Performance Objective 1: 100% of 5th grade students with "honors potential" based on district report will be recommended for corresponding honors class in 6th grade.

Evaluation Data Sources: District Honors Potential Spreadsheet, student course registration forms

Strategy 1 Details		Reviews		
Strategy 1: Counselor will educate all students on CCMR and available honors courses in Middle School. Strategy's Expected Result/Impact: Increased participation in honors courses Staff Responsible for Monitoring: Counselor, 5th grade teachers		Formative		Summative
		Nov	Feb	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 3: Pillar 3 - Talent Acquisition, Support, and Growth - The care, development and support of our Plano ISD staff are the foundation of our ability to recruit, hire and retain the necessary talent to provide a caring, nurturing yet rigorous environment for all students.

Strategic Plan - 3.1 Implement a talent recruitment, development and retention plan to ensure a highly qualified staff member in every position.

Strategic Plan - 3.2 Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Strategic Plan - 3.3 Design and implement systems and opportunities to strengthen the Plano ISD Leadership Pipeline for all levels of the organization.

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 1: The all student and individual student group attendance rates will be maintained at 96% or higher.

Strategy 1 Details	Reviews		
Strategy 1: Student attendance will be monitored weekly and parents will be notified of attendance concerns. Strategy's Expected Result/Impact: Decrease of student absences Staff Responsible for Monitoring: Secretary, Assistant Principal, Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Students with excessive tardies/absences will be monitored through behavior intervention plans. Strategy's Expected Result/Impact: Decrease of student absences Staff Responsible for Monitoring: Secretary, Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

Strategic Plan - 4.1 Implement safety measures and protocols at all facilities and events.





Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 2: The district and campuses will incorporate behavior management strategies to reduce the number of discipline placements and maintain a disproportionality risk ratio of 2.0 or lower in each student group.

Strategy 1 Details	Reviews		
Strategy 1: Increased participation in Kid Talk by Special Education staff and administration to appropriately develop behavior interventions. Strategy's Expected Result/Impact: Decrease in discipline placements Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Campus staff will receive training from District on behavior management strategies. Strategy's Expected Result/Impact: Decrease in discipline placements Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

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Performance Objective 3: The district and campuses will reduce the number of drug incidents (PEIMS Codes 04 & 36) and alcohol (PEIMS Code 05) incidents by 10% based on 2022-23 baseline.

Strategy 1 Details	Reviews		
Strategy 1: Increased participation in Kid Talk by Special Education staff and administration to appropriately develop behavior interventions. Strategy's Expected Result/Impact: Decrease in drug/alcohol related incidents Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Counselor will conduct at least one classroom lesson on drug education. Strategy's Expected Result/Impact: Decrease in drug/alcohol related incidents Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

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Strategic Plan - 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Strategic Plan - 4.3 Create a culture of belonging for all members of the Plano ISD community.

Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 4: The district will reduce the number of bullying (PEIMS Code 61) incidents by 10% based on the 2022-23 baseline. Each campus will reduce the number of incidents by 10% or at least 1 incident based on their 22-23 baseline.

Strategy 1 Details	Reviews		
Strategy 1: Students will receive at least 4 counselor lessons on bullying and prevention strategies Strategy's Expected Result/Impact: Decrease in bullying incidents Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Counselor will conduct or coordinate a parent workshop on bullying and/or conflict resolution skills to help parents understand what is/is not bullying. Strategy's Expected Result/Impact: Decrease in bullying incidents Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 4: Pillar 4 - Safety, Wellness & Community Engagement - All Plano ISD facilities will provide a safe and welcoming environment for students, staff and families to experience a sense of belonging.

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Strategic Plan - 4.4 Engage the community through timely, consistent and innovative communication.

DIP - 4.5 To support student academic achievement, the district and all campuses will incorporate effective strategies to improve student attendance and behavior.

Performance Objective 5: All incidents requiring a threat assessment will be completed per District policy.

Strategy 1 Details		Reviews		
Strategy 1: Principal, Assistant Principal and Counselor will all receive mandatory Threat Assessment Team training. Strategy's Expected Result/Impact: Increased understanding of incidents requiring threat assessments. Staff Responsible for Monitoring: Administration, Counselor		Formative		Summative
		Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Pillar 5 - Partnerships & Strategic Resource Management - Plano ISD will maximize resources and community partnerships to achieve district goals that meet the needs of students and staff.

Strategic Plan - 5.1 Increase community partnerships to elevate student learning outcomes and experiences.

Strategic Plan - 5.2 Implement budget processes through the Strategic Allocation Model to ensure resource alignment to student needs and desired outcomes.

Strategic Plan - 5.3 Develop and implement plans to efficiently use district facilities that will provide expanded opportunities for students.

DIP - 5.4 Federal and State Mandates

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Jennifer Caplinger	Administrator
Administrator	Alison Oestricher	Assistant Principal
Non-classroom Professional	Rebbeca Sims	Counselor

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

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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

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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

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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

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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

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Math

Grade 5

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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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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
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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

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Hughston

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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