

Plano Independent School District

Huffman Elementary

2023-2024 Improvement Plan



THE IB WORLD SCHOOL
AT HUFFMAN ELEMENTARY

Board Approval Date: October 3, 2023

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 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.	24
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.	25
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.	27
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	33

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 neighborhood 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 beginning the process of becoming an International 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 discipline, behavior and academics, which requires close monitoring, clear communication, and consistent implementation 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.

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 confident that their child will be prepared for success based on the learning approach and culture of Huffman.

Demographics

Demographics Summary

Students

- 471 enrolled (53% male, 47% female)
- 34% African American
- 24% Hispanic
- 24% White
- 11% Asian
- 7% 2 or more
- 10% Gift and Talented
- 17% ELL
- 10% Special Education
- 47% Free and Reduced Lunch
- 1/3 of Huffman students are transfers

Staff

- 7% African American
- 7% Hispanic
- 70% White
- 2% American Indian
- 14% Asian
- 40% less than 5 years experience
- High staff turnover

Community

- High parent involvement - 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
- High parent involvement - financially, advocacy, participation

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): According 2023 Fall 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 population 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 2023 Fall MAP data, 55% of students are not expected to meet grade level expectations in STAAR Math. **Root Cause:** Inconsistent monitoring to ensure students are making growth.

Problem Statement 2 (Prioritized): According to 2023 Fall MAP data, 48% of students are not expected to meet grade level expectations in STAAR Reading. **Root Cause:** Inconsistent monitoring to ensure students are making growth.

Problem Statement 3: According to 2023 Fall MAP data, 70% of students are not expected to meet grade level expectations in STAAR Science. **Root Cause:** IB Units may be focused on Social Studies rather than Science.

School Processes & Programs

School Processes & Programs Summary

- MTSS/SST - Campus grade level Collaborative Teams and Data Teams meet regularly to review attendance, behavior, and academic data for ALL students
- Teachers on hiring panels for teaching positions
- All discipline incidents documented in Review 360
- Efficient use of time in teacher collaboration

School Processes & Programs Strengths

- Strong hiring processes (rubrics, procedures, etc)
- Teams plan collaboratively
- SST, Data, and team meetings to address student concerns
- Weekly IB focused planning within teams
- Intentional plan for Title I parent involvement nights
- Monthly leadership team meetings
- Intervention/Enrichment (IE) designated in master schedule
- Leadership opportunities for students in grades 4 and 5 through various in-school clubs that are open to all students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: According to the November 2022 HRS Level 1 Survey, only 34% of students feel that they have input to how the school should function. **Root Cause:** Limited collaborative input and leadership opportunities are afforded to students.

Perceptions

Perceptions Summary

Attendance

- Lower attendance rate annually compared to district

21-22 attendance data by sub pops:

- Hispanic 92.2%
- American Indian 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/Discipline 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 March 2023 HRS Level 2 Survey, only 35% of staff believe the campus retains effective teachers. **Root Cause:** The campus has had an inconsistent plan for onboarding new teachers.

Priority Problem Statements

Problem Statement 1: According to 2023 Fall MAP data, 55% of students are not expected to meet grade level expectations in STAAR Math.

Root Cause 1: Inconsistent monitoring to ensure students are making growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: According to 2023 Fall MAP data, 48% of students are not expected to meet grade level expectations in STAAR Reading.

Root Cause 2: Inconsistent monitoring to ensure students are making growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: According 2023 Fall 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 3: Lack of consistency for monitoring and intervention systems.

Problem Statement 3 Areas: Demographics

Problem Statement 4: According to the March 2023 HRS Level 2 Survey, only 35% of staff believe the campus retains effective teachers.

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

Problem Statement 4 Areas: Perceptions

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: K-5 READING LANGUAGE ARTS

HB#3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Reading will increase from 50% in 2022 to 51% by June 2024. The Special Education student group performance will increase from 55% in 2022 to 61% by June 2024. The Economically Disadvantaged student group performance will increase from 39% in 2022 to 43% by 2024.





The percent of 4th grade students that score Meets grade level or above on STAAR Reading will increase from 54% in 2022 to 55% by June 2024. The Special Education student group performance will increase from 17% in 2022 to 23% by June 2024. The Economically Disadvantaged student group performance will increase from 35% in 2022 to 39% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Reading will increase from 70% in 2022 to 71% by June 2024. The Special Education student group performance will increase from 38% in 2022 to 44% by June 2024. The Economically Disadvantaged student group performance will increase from 59% in 2022 to 63% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Reading Language Arts

Strategy 1 Details	Reviews		
Strategy 1: The grade level planning teams will utilize the IB Framework and the PISD Collaborative Team Planning Model as a firm planning expectations for the campus. Strategy's Expected Result/Impact: Student growth as evidenced by Reading Records, mClass, MAP, and STAAR assessments. Staff Responsible for Monitoring: Instructional Specialists and IB Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Each team will receive extended planning every 3 weeks to analyze data, reset small groups, and complete planning expectations. Strategy's Expected Result/Impact: Student growth as evidenced by Reading Records, mClass, MAP, and STAAR assessments. Staff Responsible for Monitoring: Team Leaders and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1	Formative		Summative
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Strategy 3 Details	Reviews		
Strategy 3: Vertical extended planning will be utilized to create a campus wide expectation model for writing and to align ELA expectations across grades K-5. Strategy's Expected Result/Impact: Student growth as evidenced by Reading Records, mClass, MAP, and STAAR assessments. Staff Responsible for Monitoring: Principal and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		Summative
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Strategy 4 Details	Reviews		
Strategy 4: Experienced adult temps will be secured at the beginning of the year to work with students who were not successful in ELA and/or Math STAAR to help fill in academic gaps. Strategy's Expected Result/Impact: Student growth as evidenced by Reading Records, mClass, MAP, and STAAR assessments. Staff Responsible for Monitoring: Title 1 Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative		Summative
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Strategy 5: Data collaborative teams and grade level collaborative team meet every 3 weeks and 6 weeks respectively to review attendance, behavior, and academic data for all students. Strategy's Expected Result/Impact: Student growth as evidenced by Reading Records, mClass, MAP, and STAAR assessments. Staff Responsible for Monitoring: Campus leadership team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: According 2023 Fall 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 2023 Fall MAP data, 55% of students are not expected to meet grade level expectations in STAAR Math. **Root Cause:** Inconsistent monitoring to ensure students are making growth.

Problem Statement 2: According to 2023 Fall MAP data, 48% of students are not expected to meet grade level expectations in STAAR Reading. **Root Cause:** Inconsistent monitoring to ensure students are making growth.

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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 2: K-5 MATHEMATICS

HB3 - The percent of 3rd grade students that score Meets grade level or above on STAAR Math will increase from 28% in 2022 to 31% by June 2024. The Special Education student group performance will increase from 36% in 2022 to 42% by June 2024. The Economically Disadvantaged student group performance will increase from 18% in 2022 to 23% by 2024.





The percent of 4th grade students that score Meets grade level or above on STAAR Math will increase from 41% in 2022 to 44% by June 2024. The Special Education student group performance will increase from 8% in 2022 to 14% by June 2024. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 25% by 2024.

The percent of 5th grade students that score Meets grade level or above on STAAR Math will increase from 57% in 2022 to 60% by June 2024. The Special Education student group performance will increase from 31% in 2022 to 37% by June 2024. The Economically Disadvantaged student group performance will increase from 48% in 2022 to 53% by 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR Math

Strategy 1 Details	Reviews		
Strategy 1: The grade level planning teams will utilize the IB Framework and the PISD Collaborative Team Planning Model as a firm planning expectations for the campus. Strategy's Expected Result/Impact: Student growth as evidenced by Reading Records, mClass, MAP, and STAAR assessments. Staff Responsible for Monitoring: Instructional Specialists and IB Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		Summative
	Nov	Feb	June
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Performance Objective 3: K-5 SCIENCE

The percent of 5th grade students that score Meets grade level or above on STAAR Science will increase from 35% in 2022 to 38% by June 2024. The Special Education student group performance will increase from 23% in 2022 to 29% by June 2024. The Economically Disadvantaged student group performance will increase from 20% in 2022 to 25% by 2024.

Evaluation Data Sources: 2024 STAAR Science

Strategy 1 Details	Reviews		
Strategy 1: The grade level planning teams will utilize the IB Framework and the PISD Collaborative Team Planning Model as a firm planning expectations for the campus. Strategy's Expected Result/Impact: Student growth as evidenced by Reading Records, mClass, MAP, and STAAR assessments. Staff Responsible for Monitoring: Instructional Specialists and IB Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1, 2	Formative		Summative
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<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: According 2023 Fall 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 2023 Fall MAP data, 55% of students are not expected to meet grade level expectations in STAAR Math. Root Cause: Inconsistent monitoring to ensure students are making growth. Problem Statement 2: According to 2023 Fall MAP data, 48% of students are not expected to meet grade level expectations in STAAR Reading. Root Cause: Inconsistent monitoring to ensure students are making growth.

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.

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.

Performance Objective 1: The campus will recruit, hire, and retain highly qualified staff members to meet the academic and social emotional needs of all students.

High Priority

Evaluation Data Sources: Campus HRS Surveys, Staff Turnover Data for 23-24

Strategy 1 Details		Reviews		
Strategy 1: Each grade level team to be assigned an Instructional Coach who models for the team and assists with planning and instruction. Strategy's Expected Result/Impact: Retention of highly qualified staff. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Perceptions 1		Formative		Summative
		Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Instructional Coaches model effective classroom management, planning, and instruction for new and other teachers throughout the year as needed. Strategy's Expected Result/Impact: Retention of highly qualified staff. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Campus administrators and other staff participate in district job fairs to hire highly qualified staff. Strategy's Expected Result/Impact: Hiring of highly qualified staff. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Provide teachers the opportunity to grow as leaders at the campus and district level. Strategy's Expected Result/Impact: Retention of highly qualified staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 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 1 Problem Statements:

Perceptions
Problem Statement 1: According to the March 2023 HRS Level 2 Survey, only 35% of staff believe the campus retains effective teachers. Root Cause: The campus has had an inconsistent plan for onboarding new teachers.

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: K-2 and 3-5 weekly assemblies to celebrate students and to build a stronger school-home connection. Strategy's Expected Result/Impact: Attendance rate will increase. Staff Responsible for Monitoring: Principal, Title 1 Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative		Summative
		Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Leadership groups for all students in grades 4 and 5 to create buy-in and build a stronger school-home connection. Strategy's Expected Result/Impact: Attendance rate will increase. Staff Responsible for Monitoring: Counselors Title I: 2.6 - TEA Priorities: Improve low-performing schools - 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.

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 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.

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 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.

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

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

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

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Campus 2027 Goal for each student group based on the increase for each group required at the district level.

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

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 <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations Staff Education <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process Staff Intervention <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies Student Prevention <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas Student Education <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line Student Intervention <ul style="list-style-type: none"> Apply classroom interventions 	TEC 11.252(a)(3)(E)	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.

	<ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, District Coordinator K-12 Health and Physical Education, District Health Services	<p>Coordinated Health Program</p> <p>Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. 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. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 7th Ensure all data for 3rd - 8th grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • K-8 Campuses Only: Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period. 	TEC 11.253(d) Board Policy FFA(Local)	The school will follow Board Policies: FFA and EHAA.

	<ul style="list-style-type: none"> • 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. <p>Attendance</p> <ul style="list-style-type: none"> • K-8 Monitor attendance of students and follow up on prominent and chronic absences. 		
Principal, Human Resources	<p>Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. • Funding source: State and Local 	ESSA	
Principal, Executive Director for Student and Family Services	<p>Parent Involvement</p> <ul style="list-style-type: none"> • Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local • Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local • Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local • Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local 		

	<ul style="list-style-type: none">● 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		
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