

Plano Independent School District

Hunt Elementary

2023-2024 Improvement Plan



Board Approval Date: October 3, 2023

Mission Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Diverse student body
 - White - 41%
 - Asian - 35%
 - African American - 9%
 - Hispanic/Latino - 11%
 - Two or More Races - 6%
- Low mobility - 4.8%
- High attendance - 96%
- 16% Low Socio-Economic Status
- 15% Limited English Proficient
- Highly Involved PTA and supportive families

Demographics Strengths

- Diverse student body
- Low mobility
- High attendance
- Highly involved PTA and supportive families

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have not surveyed recently to determine if our current methods for communication between school and home are meeting the needs of all stakeholders.

Root Cause: As a campus, we have not prioritized the need to collect recent information.

Student Learning

Student Learning Summary

Grade levels all achieved relatively high percentages of meets and masters as evaluated STAAR. Particularly strong results were the following

Reading

Fifth Grade - masters 58% - meets 85%

Third Grade - masters 48% - meets 78%

Mathematics

Fourth Grade - masters 64% - meets 84%

Overall campus MAP growth was positive and greater than that demonstrated across the district across grades and quintiles.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. **Root Cause:** Inconsistent use of formative and diagnostic assessments to drive instruction

Problem Statement 2 (Prioritized): Analysis of STAAR and MAP data demonstrate the need to grow student achievement to meet projected growth as measured by MAP Math and increased percentages of achievement levels, meets and masters, as measured by STAAR Math. **Root Cause:** Differentiated, small group instruction was not always prioritized during the mathematics block and sufficient diversity in representations of mathematics concepts and problem solving were not presented and represented during instruction and assessment.

Problem Statement 3 (Prioritized): Analysis of problems most missed on STAAR Math across reporting categories revealed patterns of lower performance where students saw representations of concepts or problem solving that were less familiar or unexpected. **Root Cause:** Teachers did not provide sufficient diversity of visual representations during instruction, practice, or assessment to promote sufficient flexibility in student thinking or understanding.

Problem Statement 4 (Prioritized): Students underperformed in written constructed responses, in some cases skipping the task or responding with minimal effort. **Root Cause:** Teachers had an incomplete understanding of the expectations for students and an underinformed range of strategies for maximizing student success.

Problem Statement 5 (Prioritized): Analysis of historical STAAR data showed a disparity between Hunt's percentage of fifth-grade students achieving meets and masters on the Science STAAR as compared to the first quartile of highest achieving campuses among TEA Campus Comparison Group. **Root Cause:** The collaborative team framework has not been utilized fully at all grade levels to clarify the learning, determine evidence to be collected, and plan intentionally for students failing to achieve mastery. In addition, representations of science concepts were not sufficiently diverse to grow student depth of understanding.

School Processes & Programs

School Processes & Programs Summary

- Experienced teaching and administrative staff
- Low teacher turnover
- District curriculum aligned to state standards
- Uniform district model of instruction
- Utilization of a PLC process by highly collaborative teams
- Strong new teacher mentoring
- Well developed systems for teacher evaluation and professional growth

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Analysis of STAAR and MAP data demonstrate the need to grow student achievement to meet projected growth as measured by MAP Math and increased percentages of achievement levels, meets and masters, as measured by STAAR Math. **Root Cause:** Differentiated, small group instruction was not always prioritized during the mathematics block and sufficient diversity in representations of mathematics concepts and problem solving were not presented and represented during instruction and assessment.

Problem Statement 2 (Prioritized): Analysis of historical STAAR data showed a disparity between Hunt's percentage of fifth-grade students achieving meets and masters on the Science STAAR as compared to the first quartile of highest achieving campuses among TEA Campus Comparison Group. **Root Cause:** The collaborative team framework has not been utilized fully at all grade levels to clarify the learning, determine evidence to be collected, and plan intentionally for students failing to achieve mastery. In addition, representations of science concepts were not sufficiently diverse to grow student depth of understanding.

Problem Statement 3 (Prioritized): We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. **Root Cause:** Inconsistent use of formative and diagnostic assessments to drive instruction

Problem Statement 4 (Prioritized): Analysis of problems most missed on STAAR Math across reporting categories revealed patterns of lower performance where students saw representations of concepts or problem solving that were less familiar or unexpected. **Root Cause:** Teachers did not provide sufficient diversity of visual representations during instruction, practice, or assessment to promote sufficient flexibility in student thinking or understanding.

Problem Statement 5 (Prioritized): Students underperformed in written constructed responses, in some cases skipping the task or responding with minimal effort. **Root Cause:** Teachers had an incomplete understanding of the expectations for students and an underinformed range of strategies for maximizing student success.

Priority Problem Statements

Problem Statement 1: We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills.

Root Cause 1: Inconsistent use of formative and diagnostic assessments to drive instruction

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Analysis of STAAR and MAP data demonstrate the need to grow student achievement to meet projected growth as measured by MAP Math and increased percentages of achievement levels, meets and masters, as measured by STAAR Math.

Root Cause 2: Differentiated, small group instruction was not always prioritized during the mathematics block and sufficient diversity in representations of mathematics concepts and problem solving were not presented and represented during instruction and assessment.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Analysis of historical STAAR data showed a disparity between Hunt's percentage of fifth-grade students achieving meets and masters on the Science STAAR as compared to the first quartile of highest achieving campuses among TEA Campus Comparison Group.

Root Cause 3: The collaborative team framework has not been utilized fully at all grade levels to clarify the learning, determine evidence to be collected, and plan intentionally for students failing to achieve mastery. In addition, representations of science concepts were not sufficiently diverse to grow student depth of understanding.

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Analysis of problems most missed on STAAR Math across reporting categories revealed patterns of lower performance where students saw representations of concepts or problem solving that were less familiar or unexpected.

Root Cause 4: Teachers did not provide sufficient diversity of visual representations during instruction, practice, or assessment to promote sufficient flexibility in student thinking or understanding.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: Students underperformed in written constructed responses, in some cases skipping the task or responding with minimal effort.

Root Cause 5: Teachers had an incomplete understanding of the expectations for students and an underinformed range of strategies for maximizing student success.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 7, 2023

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2023 to 2024.





Performance Objective 1: HB3 - The percent of Hunt 4th grade students that score meets grade level or above on STAAR Reading will increase from 78% in 2023 to 85% by June 2024. The Special Education student group performance will increase from 36% in 2023 to 61% in 2024.

HB3 Goal

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
<p>Strategy 1: Continue to improve student equity in opportunity across grade level classrooms through collaborative planning utilizing the PISD Collaborative Team Framework and Hunt Predominant Practices selected from the PISD Instructional model. Staff meetings will be utilized to continue development of teacher competency in Hunt's Predominant Practices and provide opportunities for vertical sharing of specific instructional moves associated with predominant practices.</p> <p>Strategy's Expected Result/Impact: Building team and individual efficacy in planning and delivery of instruction to grow student achievement</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>			

Strategy 2 Details	Reviews		
Strategy 2: As a collaborative team, grade levels will analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 - School Processes & Programs 3	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Through vertical teaming, staff will be provided opportunities in the early fall and spring to collaborate and identify priority student understanding and competencies at each grade level in constructing written responses to text across content areas. Staff will develop a deeper understanding of the desired long term outcomes and the necessary knowledge and skills students should master at each grade level. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 5	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Utilize Hunt staff to provide additional tutoring in a 1:4 teacher to student ratio to provide accelerated reading instruction during the spring Semester for targeted students in grades 3, 4, and 5. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 3 Funding Sources: Staff as tutors - 199 State Comp Ed - \$1,560, staff as tutors - 282 ESSER III - \$2,145	Formative		Summative
	Nov	Feb	June

Strategy 5 Details		Reviews		
Strategy 5: Teams will be provided with the opportunity to utilize substitute teachers to free members for collaborative team planning to include analysis of current data and opportunities to participate in instructional rounds. Strategy's Expected Result/Impact: Improved instructional effectiveness and increased student learning Staff Responsible for Monitoring: Hunt Leadership Teams TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math		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: We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. Root Cause: Inconsistent use of formative and diagnostic assessments to drive instruction Problem Statement 4: Students underperformed in written constructed responses, in some cases skipping the task or responding with minimal effort. Root Cause: Teachers had an incomplete understanding of the expectations for students and an underinformed range of strategies for maximizing student success.
School Processes & Programs
Problem Statement 3: We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. Root Cause: Inconsistent use of formative and diagnostic assessments to drive instruction Problem Statement 5: Students underperformed in written constructed responses, in some cases skipping the task or responding with minimal effort. Root Cause: Teachers had an incomplete understanding of the expectations for students and an underinformed range of strategies for maximizing student success.

Goal 1: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Reading and STAAR Writing from 2023 to 2024.

Performance Objective 2: The percent of Hunt 5th grade students that score Meets grade level or above on STAAR Reading will increase from 86% in 2023 to 92% by June 2024. The Special Education student group performance will increase from 54% in 2023 to 56% in 2024.

Evaluation Data Sources: 2023 Reading STAAR

Strategy 1 Details		Reviews		
<p>Strategy 1: Continue to improve student equity in opportunity across grade level classrooms through collaborative planning utilizing the PISD Collaborative Team Framework and Hunt Predominant Practices selected from the PISD Instructional model. Staff meetings will be utilized to continue development of teacher competency in Hunt's Predominant Practices and provide opportunities for vertical sharing of specific instructional moves associated with predominant practices.</p> <p>Strategy's Expected Result/Impact: Building team and individual efficacy in the planning and delivery of instruction to grow student achievement</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
<p>Strategy 2: As a collaborative team, grade levels will analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning.</p> <p>Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 3</p>		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Through vertical teaming, staff will be provided opportunities in the early fall and spring to collaborate and identify priority student understanding and competencies at each grade level in constructing written responses to text across content areas. Staff will develop a deeper understanding of the desired long term outcomes and the necessary knowledge and skills students should master at each grade level. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 4 - School Processes & Programs 5	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Utilize Hunt staff to provide additional tutoring in a 1:4 teacher to student ratio to provide accelerated mathematics instruction during the spring Semester for targeted students in grades 3, 4, and 5. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 3 Funding Sources: Staff as tutors - 199 State Comp Ed - \$1,560, staff as tutors - 282 ESSER III - \$2,145	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Teams will be provided with the opportunity to utilize substitute teachers to free members for collaborative team planning to include analysis of current data and opportunities to participate in instructional rounds. Strategy's Expected Result/Impact: Improve instructional effectiveness and increased student learning Staff Responsible for Monitoring: Campus Leadership Team	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

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

Student Learning

Problem Statement 4: Students underperformed in written constructed responses, in some cases skipping the task or responding with minimal effort. **Root Cause:** Teachers had an incomplete understanding of the expectations for students and an underinformed range of strategies for maximizing student success.

School Processes & Programs

Problem Statement 3: We wish to target students' literacy instruction by more effectively utilizing assessment data to inform small group instruction and maximize student reading growth and mastery of essential knowledge and skills. **Root Cause:** Inconsistent use of formative and diagnostic assessments to drive instruction

Problem Statement 5: Students underperformed in written constructed responses, in some cases skipping the task or responding with minimal effort. **Root Cause:** Teachers had an incomplete understanding of the expectations for students and an underinformed range of strategies for maximizing student success.





Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2023 to 2024.

Performance Objective 1: HB3 - The percent of Hunt 3rd grade students that score meets grade level or above on STAAR Math will increase from 71% in 2023 to 76% by June 2024.

HB3 Goal

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details		Reviews		
Strategy 1: Continue to refine effectiveness in the use of the PISD Collaborative Team Framework, including induction of new team members, focusing on clarifying the learning, determining evidence to be collected, and intentionally planning for students failing to learn as anticipated. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: Building team and individual efficacy in the planning and delivery of instruction to grow student achievement Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Teachers will source and model a greater diversity in visual representations of math concepts including problem solving as well as students' experiences during guided and independent practice, independent practice, and assessment. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 4		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: As a collaborative team, grade levels will analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. Strategy's Expected Result/Impact: Increased instructional effectiveness and improved student learning Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 4	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Utilize Hunt staff to provide additional tutoring in a 1:4 teacher to student ratio to provide accelerated mathematics instruction during the spring Semester for targeted students in grades 3, 4, and 5. Strategy's Expected Result/Impact: Improved student learning Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Staff as tutors - 282 ESSER III - \$2,145, staff as tutors - 199 State Comp Ed - \$1,560	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Teams will be provided with the opportunity to utilize substitute teachers to free members for collaborative team planning to include analysis of current data and opportunities to participate in instructional rounds. Strategy's Expected Result/Impact: Increased instructional effectiveness and improved student learning Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Analysis of STAAR and MAP data demonstrate the need to grow student achievement to meet projected growth as measured by MAP Math and increased percentages of achievement levels, meets and masters, as measured by STAAR Math. **Root Cause:** Differentiated, small group instruction was not always prioritized during the mathematics block and sufficient diversity in representations of mathematics concepts and problem solving were not presented and represented during instruction and assessment.

Problem Statement 3: Analysis of problems most missed on STAAR Math across reporting categories revealed patterns of lower performance where students saw representations of concepts or problem solving that were less familiar or unexpected. **Root Cause:** Teachers did not provide sufficient diversity of visual representations during instruction, practice, or assessment to promote sufficient flexibility in student thinking or understanding.

School Processes & Programs

Problem Statement 1: Analysis of STAAR and MAP data demonstrate the need to grow student achievement to meet projected growth as measured by MAP Math and increased percentages of achievement levels, meets and masters, as measured by STAAR Math. **Root Cause:** Differentiated, small group instruction was not always prioritized during the mathematics block and sufficient diversity in representations of mathematics concepts and problem solving were not presented and represented during instruction and assessment.





Problem Statement 4: Analysis of problems most missed on STAAR Math across reporting categories revealed patterns of lower performance where students saw representations of concepts or problem solving that were less familiar or unexpected. **Root Cause:** Teachers did not provide sufficient diversity of visual representations during instruction, practice, or assessment to promote sufficient flexibility in student thinking or understanding.

Goal 2: DIP - Plano ISD will increase student learning as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Math from 2023 to 2024.

Performance Objective 2: The percent of Hunt fifth grade special education students that score Meets grade level or above on STAAR Math will increase from 15% in 2023 to 44% by June 2024.

Evaluation Data Sources: 2023 Math STAAR

Strategy 1 Details		Reviews		
Strategy 1: Continue to refine effectiveness in the use of the PISD Collaborative Team Framework, including induction of new team members, focusing on clarifying the learning, determining evidence to be collected, and intentionally planning for students failing to learn as anticipated. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: Building team and individual efficacy in the planning and delivery of instruction to grow student achievement Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: Teachers will source and model a greater diversity in visual representations of math concepts including problem solving as well as students' experiences during guided and independent practice, independent practice, and assessment. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 3 - School Processes & Programs 4		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: As a collaborative team, grade levels will analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Utilize Hunt staff to provide additional tutoring in a 1:4 teacher to student ratio to provide accelerated mathematics instruction during the spring Semester for targeted students in grades 3, 4, and 5. Strategy's Expected Result/Impact: Increase the percentage of students performing at or above the approaches level on Reading STAAR Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Build a foundation of reading and math Funding Sources: Staff as tutors - 199 State Comp Ed - \$1,560, Staff as tutors - 282 ESSER III - \$2,145	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Fifth grade math teachers will improve the frequency and quality of daily differentiated small group mathematics instruction. Strategy's Expected Result/Impact: Improved student learning Staff Responsible for Monitoring: Fifth grade mathematics teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - School Processes & Programs 1	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
Strategy 6: Teams will be provided with the opportunity to utilize substitute teachers to free members for collaborative team planning to include analysis of current data and opportunities to participate in instructional rounds. Strategy's Expected Result/Impact: Improved instructional effectiveness and improved student learning Staff Responsible for Monitoring: Campus leadership team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 2: Analysis of STAAR and MAP data demonstrate the need to grow student achievement to meet projected growth as measured by MAP Math and increased percentages of achievement levels, meets and masters, as measured by STAAR Math. Root Cause: Differentiated, small group instruction was not always prioritized during the mathematics block and sufficient diversity in representations of mathematics concepts and problem solving were not presented and represented during instruction and assessment.</p> <p>Problem Statement 3: Analysis of problems most missed on STAAR Math across reporting categories revealed patterns of lower performance where students saw representations of concepts or problem solving that were less familiar or unexpected. Root Cause: Teachers did not provide sufficient diversity of visual representations during instruction, practice, or assessment to promote sufficient flexibility in student thinking or understanding.</p>
School Processes & Programs
<p>Problem Statement 1: Analysis of STAAR and MAP data demonstrate the need to grow student achievement to meet projected growth as measured by MAP Math and increased percentages of achievement levels, meets and masters, as measured by STAAR Math. Root Cause: Differentiated, small group instruction was not always prioritized during the mathematics block and sufficient diversity in representations of mathematics concepts and problem solving were not presented and represented during instruction and assessment.</p> <p>Problem Statement 4: Analysis of problems most missed on STAAR Math across reporting categories revealed patterns of lower performance where students saw representations of concepts or problem solving that were less familiar or unexpected. Root Cause: Teachers did not provide sufficient diversity of visual representations during instruction, practice, or assessment to promote sufficient flexibility in student thinking or understanding.</p>

Goal 3: DIP - Plano ISD will increase student learning in Science as evidenced by an increase in the percentage of students performing at the Meets grade level standard on STAAR/EOC Science from 2023 to 2024.

Performance Objective 1: The percent of Hunt students that score Meets grade level or above on STAAR Science 5 will increase from 59% in 2023 to 61% by May 2024. The Special Education student group performance will increase from 38% in 2023 to 41% in 2024.

Evaluation Data Sources: 2023 Science STAAR

Strategy 1 Details		Reviews		
Strategy 1: Continue to refine effectiveness in the use of the PISD Collaborative Team Framework, including induction of new team members, focusing on clarifying the learning, determining evidence to be collected, and intentionally planning for students failing to learn as anticipated. Hunt staff will participate in district training while collaborating between teams to develop consistent best practices. Strategy's Expected Result/Impact: Building team and individual efficacy in the planning and delivery of instruction to grow student achievement Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 - School Processes & Programs 2		Formative		Summative
		Nov	Feb	June
Strategy 2 Details		Reviews		
Strategy 2: As a collaborative team, grade levels will analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 5 - School Processes & Programs 2		Formative		Summative
		Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Teachers will source and model a greater diversity in visual representations of science concepts including problem solving as well as students' experiences during experiments, demonstrations, and assessments. Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 5 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Teams will be provided with the opportunity to utilize substitute teachers to free members for collaborative team planning to include analysis of current data and opportunities to participate in instructional rounds. Strategy's Expected Result/Impact: Improved instructional effectiveness and increased student learning Staff Responsible for Monitoring: Campus leadership team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 5 - School Processes & Programs 2	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: Analysis of historical STAAR data showed a disparity between Hunt's percentage of fifth-grade students achieving meets and masters on the Science STAAR as compared to the first quartile of highest achieving campuses among TEA Campus Comparison Group. Root Cause: The collaborative team framework has not been utilized fully at all grade levels to clarify the learning, determine evidence to be collected, and plan intentionally for students failing to achieve mastery. In addition, representations of science concepts were not sufficiently diverse to grow student depth of understanding.
School Processes & Programs
Problem Statement 2: Analysis of historical STAAR data showed a disparity between Hunt's percentage of fifth-grade students achieving meets and masters on the Science STAAR as compared to the first quartile of highest achieving campuses among TEA Campus Comparison Group. Root Cause: The collaborative team framework has not been utilized fully at all grade levels to clarify the learning, determine evidence to be collected, and plan intentionally for students failing to achieve mastery. In addition, representations of science concepts were not sufficiently diverse to grow student depth of understanding.

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Staff as tutors		\$1,560.00
1	2	4	Staff as tutors		\$1,560.00
2	1	4	staff as tutors		\$1,560.00
2	2	4	Staff as tutors		\$1,560.00
Sub-Total					\$6,240.00
Budgeted Fund Source Amount					\$1,560.00
+/- Difference					-\$4,680.00
199 Bilingual/ESL/ELL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$390.00
+/- Difference					\$390.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	staff as tutors		\$2,145.00
1	2	4	staff as tutors		\$2,145.00
2	1	4	Staff as tutors		\$2,145.00
2	2	4	Staff as tutors		\$2,145.00
Sub-Total					\$8,580.00
Budgeted Fund Source Amount					\$2,145.00
+/- Difference					-\$6,435.00
Grand Total Budgeted					\$4,095.00
Grand Total Spent					\$14,820.00
+/- Difference					-\$10,725.00

Addendums

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	9	15	43	0	27	0	13	12	2	12	86	14	100
2022	67	80	74		74		38	42	0	67	76	79	76
2023	69	82	75		75		41	44	1	69	77	80	77
2024	71	84	75		75		44	46	1	71	77	82	77
2025	73	86	76		76		48	48	2	74	78	84	78
2026	77	90	78		78		54	52	4	78	80	87	80
2027	81	94	79		79		61	56	5	83	81	90	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	5	2	51	0	34	0	11	14	2	18	77	19	96
2022	80	100	84		85		55	86	100	78	84	84	84
2023	82	100	85		86		58	88	100	80	85	85	85
2024	84	100	85		86		61	90	100	82	85	87	85
2025	86	100	86		87		65	92	100	85	86	89	86
2026	90	100	88		89		71	96	100	89	88	92	88
2027	94	100	89		90		78	100	100	94	89	95	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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

2022 Number Tested: If students at Meets standard is less than 5, the number of students tested is not displayed for masking rules.

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

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

Reading

Grade 5

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Special Ed.	Eco Disadv.	Former Spec. Ed.	EL Current	Cont. Enrolled	Non-Cont.	All
2022 # of Students	9	5	47	1	39	0	8	20	7	18	79	26	105
2022	78	100	91	100	95		50	75	100	94	94	85	91
2023	80	100	92	100	96		53	77	100	96	95	86	92
2024	82	100	92	100	96		56	79	100	98	95	88	92
2025	84	100	93	100	97		60	81	100	100	96	90	93
2026	88	100	95	100	99		66	85	100	100	98	93	95
2027	92	100	96	100	100		73	89	100	100	99	96	96

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	23	22	141	1	100	0	32	46	11	48	242	59	301
2022	74	86	84	100	86		47	70	82	81	84	83	84
2023	76	88	85	100	87		50	72	83	83	85	84	85
2024	78	90	85	100	87		53	74	83	85	85	86	85
2025	80	92	86	100	88		57	76	84	88	86	88	86
2026	84	96	88	100	90		63	80	86	92	88	91	88
2027	88	100	89	100	91		70	84	87	97	89	94	89

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	9	15	43	0	27	0	13	12	2	12	86	14	100
2022	67	67	67		85		38	58	50	75	76	57	73
2023	70	69	68		86		41	60	51	77	77	59	74
2024	73	72	70		88		44	63	53	79	79	61	76
2025	76	76	72		90		48	67	55	82	81	64	78
2026	82	80	74		92		53	71	57	86	83	68	80
2027	88	86	77		95		60	77	60	91	86	73	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	5	2	51	0	34	0	11	14	2	18	77	19	96
2022	80	100	69		85		27	79	100	83	81	58	76
2023	83	100	70		86		30	81	100	85	82	60	77
2024	86	100	72		88		33	84	100	87	84	62	79
2025	89	100	74		90		37	88	100	90	86	65	81
2026	95	100	76		92		42	92	100	94	88	69	83
2027	100	100	79		95		49	98	100	99	91	74	86

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	9	5	47	1	39	0	8	20	7	18	79	26	105
2022	44	80	68	100	79		38	50	100	72	75	62	71
2023	47	82	69	100	80		41	52	100	74	76	64	72
2024	50	85	71	100	82		44	55	100	76	78	66	74
2025	53	89	73	100	84		48	59	100	79	80	69	76
2026	59	93	75	100	86		53	63	100	83	82	73	78
2027	65	99	78	100	89		60	69	100	88	85	78	81

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	23	22	141	1	100	0	32	46	11	48	242	59	301
2022	61	73	68	100	83		34	61	91	77	77	59	73
2023	64	75	69	100	84		37	63	92	79	78	61	74
2024	67	78	71	100	86		40	66	94	81	80	63	76
2025	70	82	73	100	88		44	70	96	84	82	66	78
2026	76	86	75	100	90		49	74	98	88	84	70	80
2027	82	92	78	100	93		56	80	100	93	87	75	83

HB3 Campus Goals - All Grades STAAR at Meets Standard

Hunt

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	9	5	47	1	38	0	8	20	6	18	78	26	104
2022	44	60	62	0	63		38	40	50	44	62	54	60
2023	47	62	63	1	64		41	42	51	46	63	56	61
2024	50	65	65	3	66		44	45	53	48	65	58	63
2025	53	69	67	5	68		48	49	55	51	67	61	65
2026	59	74	69	7	70		53	54	58	55	69	65	67
2027	65	80	72	10	73		60	60	62	60	72	69	70

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

	<ul style="list-style-type: none"> • Employ discipline interventions • Use other intervention strategies as necessary/appropriate • Conference with parents/students 		
Principal, 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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