Plano Independent School District



Hunt Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

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

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 19

Support Systems and Other Data 19

Priorities 20

Priority 1 : Pillar 1: Teaching and Learning 1.1 Improve, align and remove barriers for... 21

Priority 2 : Safety, Wellness & Community Engagement Strategic Plan Priority Obje... 26

Comprehensive Needs Assessment

Demographics

Summary

- Diverse student body
  - White - 38.7%
  - Asian - 36.5%
  - African American - 9.6%
  - Hispanic/Latino - 9.0%
  - Two or More Races - 6.1%
- Mobility - 4.8%
- Attendance - 96.18%
- 17% Low Socio-Economic Status
- 14% Limited English Proficient

Strengths

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

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	With the exception of the 2025-26 school year with an average daily attendance of 96.18%, Hunt's ADA has been below 96% for the three prior years.	There is a need to continue to examine current practices to promote attendance and communication regarding the importance of positive attendance habits.

★ = Priority

Student Learning

Summary

2026 STAAR grades 3-5

Reading

Third Grade - masters 66% - meets 84%

Fourth Grade - masters 44% - meets 74%

Fifth Grade - masters 59% - meets 80%

Mathematics

Third Grade - masters 56% - meets 82%

Fourth Grade - masters 59% - meets 79%

Fifth Grade - masters 58% - meets 73%

Science

Fifth Grade - masters 18% - meets42%

As evaluated by MAP, % of projected growth met

Reading

Kindergarten 152%

First Grade 137%

Second Grade 136%

Third Grade 152%

Fourth Grade 114%

Fifth Grade 157%

Math

Kindergarten 150%

First Grade 129%

Second Grade 125%

Third Grade 140%

Fourth Grade 146%

Fifth Grade 143%

Science

Third Grade 230%

Fourth Grade 180%

Fifth Grade 160%

Strengths

STAAR Performance and Texas Accountability

- **Strong overall student achievement:** Across all tested subjects, 74% of students achieved Meets Grade Level or higher, with 52% achieving Masters Grade Level.
- **Consistent achievement in Reading and Mathematics:** Reading and Mathematics demonstrated the highest levels of performance, with 80% and 79% of students, respectively, achieving Meets Grade Level or higher. Masters performance was also strong, at 57% in Reading and 58% in Mathematics.
- **High levels of student achievement:** Hunt earned a **93 in Student Achievement** and an overall **2026 accountability score of 92**, reflecting the high level of academic performance demonstrated across the campus.
- Masters scores for mathematics in grades 3-5 were all in Q1 within the campus comparison group.
- Masters scores for reading in grade 3 were in Q1 within the campus comparison group.

MAP Performance

All grade levels in both reading and mathematics demonstrated well over 100% of growth projected from fall to spring

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	In 2026, there was an increase in the number of students not meeting expected growth in 4th grade Language Arts as evaluated by STAAR. Fourth grade reading masters scores are in the second quartile and fifth grade reading scores are in the third quartile among the TEA campus comparison group.	There are gaps in understanding in the intended rigor of the standard and in using assessment data to plan responsive instruction to impact student learning.
2 ★	African American and the special education subgroups are underperforming in math as evaluated by STAAR relative to other campus groups.	Increased rigor and opportunities for enrichment have not been sufficient.

★ = Priority

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
- Positive Behavioral Interventions and Supports (PBIS)

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	In 2026, there was an increase in the number of students not meeting expected growth in 4th grade Language Arts as evaluated by STAAR. Fourth grade reading masters scores are in the second quartile and fifth grade reading scores are in the third quartile among the TEA campus comparison group.	There are gaps in understanding in the intended rigor of the standard and in using assessment data to plan responsive instruction to impact student learning.
2 ★	African American and the special education subgroups are underperforming in math as evaluated by STAAR relative to other campus groups.	Increased rigor and opportunities for enrichment have not been sufficient.
3 ★	The last HRS student survey showed that less than half of students strongly agreed that their school was an orderly place.	The schoolwide PBIS framework is not yet fully implemented nor rehearsed.

★ = Priority

Perceptions

Summary

High Reliability Schools parent surveys indicated that most parents found Hunt to be a safe and orderly environment and confidence in the staff to care for and facilitate students' academic and social growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The last HRS student survey showed that less than half of students strongly agreed that their school was an orderly place.	The schoolwide PBIS framework is not yet fully implemented nor rehearsed.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	In 2026, there was an increase in the number of students not meeting expected growth in 4th grade Language Arts as evaluated by STAAR. Fourth grade reading masters scores are in the second quartile and fifth grade reading scores are in the third quartile among the TEA campus comparison group.	There are gaps in understanding in the intended rigor of the standard and in using assessment data to plan responsive instruction to impact student learning.
2 ★	African American and the special education subgroups are underperforming in math as evaluated by STAAR relative to other campus groups.	Increased rigor and opportunities for enrichment have not been sufficient.
3 ★	The last HRS student survey showed that less than half of students strongly agreed that their school was an orderly place.	The schoolwide PBIS framework is not yet fully implemented nor rehearsed.
4 ★	With the exception of the 2025-26 school year with an average daily attendance of 96.18%, Hunt's ADA has been below 96% for the three prior years.	There is a need to continue to examine current practices to promote attendance and communication regarding the importance of positive attendance habits.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

- [x] **Other**

  MClass

  foundation reading skills

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Gifted and talented data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**

- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Priorities

Priority 1

Pillar 1: Teaching and Learning 1.1 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.

Goal 1

During the 2026-27 school year, Hunt will implement strategies to grow the percentage of fourth grade students achieving projected growth and the percentage of fourth and fifth grade students achieving masters level scores in reading.

Performance Target: Increase in fourth grade students achieving expected growth in performance from 68% to 73% and Increase percentages of fourth and fifth grade students scoring masters from 44% to 50% in fourth grade and 59% to 62% in fifth grade.

Expected Result: Students will demonstrate a year or more growth in reading ability.

Strategy 1

Increase the emphasis upon Depth of Knowledge levels 2 and 3 questioning and instructional activities, focusing upon Read - Think - Prove - Explain or Justify to ensure students are deeply engaging with complex tasks.

Staff Responsible for Monitoring: grade level professional learning communities (PLC's)
campus administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Increasingly incorporate student work analysis and use of rubrics in grade level PLC's to evaluate learning and guide instructional planning.

Staff Responsible for Monitoring: grade level professional learning communities (PLC's)
campus administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

More consistently integrate the teaching of author's purpose with instruction in text structures such as cause and effect, compare and contrast, and problem and solution.

Staff Responsible for Monitoring: grade level professional learning communities (PLC's) campus administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 4

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment data to identify students, provide targeted support and monitor progress to improve student achievement.

Staff Responsible for Monitoring: Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In 2026, there was an increase in the number of students not meeting expected growth in 4th grade Language Arts as evaluated by STAAR. Fourth grade reading masters scores are in the second quartile and fifth grade reading scores are in the third quartile among the TEA campus comparison group.	There are gaps in understanding in the intended rigor of the standard and in using assessment data to plan responsive instruction to impact student learning.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	In 2026, there was an increase in the number of students not meeting expected growth in 4th grade Language Arts as evaluated by STAAR. Fourth grade reading masters scores are in the second quartile and fifth grade reading scores are in the third quartile among the TEA campus comparison group.	There are gaps in understanding in the intended rigor of the standard and in using assessment data to plan responsive instruction to impact student learning.

Goal 2

During the 2026-27 school year, Hunt will implement strategies to increase the percentage of African American and special education students achieving Meets or higher on the Math STAAR from 61% to 64% and 36% to 39%, respectively, in fourth grade, and from 61% to 64% and 33% to 36%, respectively, in fifth grade.

Performance Target: Increase the percentage of African American and special education students achieving Meets or higher on the Math STAAR from 61% to 64% and 36% to 39%, respectively, in fourth grade, and from 61% to 64% and 33% to 36%, respectively, in fifth grade.

Expected Result: Increase in the percentage of students scoring meets or higher from the African American and special education subgroups

Strategy 1

Analyze assessment data from subgroups to identify high priority knowledge and skills (HPKS) for intervention and acceleration.

Staff Responsible for Monitoring: grade level and department PLC's
campus administrators

Problem Statements: Student Learning 2 - School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 2

With appropriate scaffolding, increase opportunities for students to solve problems requiring multiple operations, multiple representations, or decisions about which strategy to use.

Staff Responsible for Monitoring: grade level and department PLC's
campus administrators

Problem Statements: Student Learning 2 - School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 3

Increase intentional use of representations to accelerate the learning of identified high-priority TEKS for students who are not yet demonstrating proficiency.

Staff Responsible for Monitoring: Grade level and department PLC's
campus administrators

Problem Statements: Student Learning 2 - School Processes & Programs 2

Formative Reviews

November	February	June

Strategy 4

Implement HB 1416 accelerated instruction by using MAP, STAAR and formative assessment data to identify students, provide targeted support and monitor progress to improve student achievement.

Staff Responsible for Monitoring: Walkthrough feedback, unit assessments, district assessments, team planning agendas and grade level data dashboards

Problem Statements: Student Learning 2 - School Processes & Programs 2

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	African American and the special education subgroups are underperforming in math as evaluated by STAAR relative to other campus groups.	Increased rigor and opportunities for enrichment have not been sufficient.

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	African American and the special education subgroups are underperforming in math as evaluated by STAAR relative to other campus groups.	Increased rigor and opportunities for enrichment have not been sufficient.

Priority 2

Safety, Wellness & Community Engagement Strategic Plan Priority Objectives:

Objective 4.2: Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.
Objective 4.3: Create a culture of belonging for all members of the Plano ISD community.
Objective 4.4: Engage the community through timely, consistent and innovative communication.

Goal 1

Hunt ES will continue implementation of a campus-wide Positive Behavioral Interventions and Supports (PBIS) framework to support students and staff with systems and interventions resulting in improved school climate and student behavior.

Performance Target: Improved perception data as demonstrated by Level 1 Safe, Supportive, and Collaborative Culture from the High Reliability School's, HRS, framework

Staff Survey
Q1 - 1.1 The faculty and staff perceive the school environment as safe and orderly.
"Our school is an orderly place." 76% strongly agree to 79% strongly agree
"Our school has clear and specific rules in place." 72% strongly agree to 75% strongly agree
Student Survey
Q2 - 1.2 Students, parents, and the community perceive the school environment as safe and orderly
"My school is orderly." 31% strongly agree to 40% strongly agree
"I know the rules and procedures at my school." 60% strongly agree to 70% strongly agree

Expected Result: Improved student and staff perception of school climate and common understanding of behavioral expectations

Strategy 1

The Hunt PBIS team will continue Foundations Training, progressing the comprehensive implementation of best practices, monitoring, and refinement as directed by structured program timelines.

Staff Responsible for Monitoring: Hunt PBIS team, including campus administrators and counselor

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Strengthen student understanding of revised common area expectations for the cafeteria and restrooms, develop understanding of expectations for the playground, and adopt expectations for hallways and arrival/dismissal to improve student understanding of how to interact successfully and navigate the campus and its spaces.

Staff Responsible for Monitoring: Campus PBIS Team, including campus administrators

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November	February	June

Strategy 3

Classroom teachers and the Hunt counselor will continue refining the implementation of the Character Strong curriculum, providing skills-based instruction and common language to deepen students' understanding and ability to demonstrate empathy, perseverance, responsibility, and the skills needed to successfully contribute to a community.

Staff Responsible for Monitoring: Grade level PLC's
Hunt counselor

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The last HRS student survey showed that less than half of students strongly agreed that their school was an orderly place.	The schoolwide PBIS framework is not yet fully implemented nor rehearsed.

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The last HRS student survey showed that less than half of students strongly agreed that their school was an orderly place.	The schoolwide PBIS framework is not yet fully implemented nor rehearsed.

Goal 2

Hunt will provide supportive measures and communication to promote strong student attendance to maintain an average daily attendance of 96% or higher.

Performance Target: Maintain ADA of 96% or greater

Expected Result: Improved conditions for student achievement and connectedness

Strategy 1

Motivate student attendance through reinforcement strategies such as The Potato Head Challenge and Present to Win.

Staff Responsible for Monitoring: Campus Leadership Team
Attendance Monitoring Team

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 2

Recognize students having perfect attendance for each nine week grading period at a Perfect Attendance Lunch.

Staff Responsible for Monitoring: Campus Leadership Team
Attendance Monitoring Team

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Strategy 3

Provide ongoing communication with families of students with absences totaling or near 10% of days for the academic year to determine necessary supports needed for improved attendance.

Staff Responsible for Monitoring: Attendance Monitoring Team

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With the exception of the 2025-26 school year with an average daily attendance of 96.18%, Hunt's ADA has been below 96% for the three prior years.	There is a need to continue to examine current practices to promote attendance and communication regarding the importance of positive attendance habits.