Plano Independent School District



Huffman Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Empowering learners to understand the different perspectives and ideas of others by creating a safe space to be curious, learn how to solve problems, and build positive relationships with others.

Vision

Huffman Elementary fosters the development of knowledgeable, caring, principled, and internationally minded citizens.

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Comprehensive Needs Assessment

Demographics

Summary

Students

- 481 enrolled (55% Male, 45% Female)
- 26% African American
- 26% Hispanic
- 27% White
- 12% Asian
- 9% 2 or more
- 10% Gifted and Talented
- 17% ELL
- 42% Free and Reduced Lunch
- More than 1/3 of Huffman students are transfers from all parts of the district

Community

- High parent involvement - financially, advocacy, participation

Strengths

Huffman is one of the most diverse campuses in Plano ISD. Our diversity is not just evident in our student population but also evident in our staff and campus leadership. As the only IB PYP programme in Plano ISD, we attract students from all over Plano ISD as well as neighboring districts. Additionally, we are in the process of growing our 2-Way Dual Language program and have extended it into first grade this year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic absenteeism was a campuswide issue with 238 students out of 481 (49.48%) being absent 7 or more times during the school year.	Attendance has not been a priority for campus administration; academics and behavior have historically taken precedence.
2	Special education population is increasing from 13.8% to a current percentage of 15.8%.	Huffman is primarily a transfer campus and has multiple new students start every single in various grade levels.
3	MTSS process is not as defined for EBs new to the campus	Lack of multiple data points for EBs new to the campus to move them forward in the MTSS process.

★ = Priority

Student Learning

Summary

Math MAP

- SPED, Hispanic, and ED subpopulations are underperforming
- Kindergarten - 82% of students met their projected RIT score
- 1st Grade - 82% of students met their projected RIT score
- 2nd Grade - 69% of students met their projected RIT score
- 3rd Grade - 79% of students met their projected RIT score
- 4th Grade - 77% of students met their projected RIT score
- 5th Grade - 80% of students met their projected RIT score

Reading MAP

- SPED, Hispanic, and ED subpopulations are underperforming
- Kindergarten - 69% of students met their projected RIT score
- 1st Grade - 68% of students met their projected RIT score
- 2nd Grade - 61% of students met their projected RIT score
- 3rd Grade - 70% of students met their projected RIT score
- 4th Grade - 83% of students met their projected RIT score
- 5th Grade - 84% of students met their projected RIT score

Science MAP

- 3rd Grade - 77% of students met their projected RIT score
- 4th Grade - 84% of students met their projected RIT score
- 5th Grade - 83% of students met their projected RIT score

Strengths

Based on our data, in math we grew 28 out of 30 quintiles 1 academic year or more.

In reading, we grew 24 out of 30 quintiles 1 academic year or more.

In science, 29 out of 30 quintiles grew 1 academic year or more (3-5).

We are projected to be an overall score of 86 in campus accountability. The majority of this score came from Domain 2A (growth). Academic growth was a strength for us. The area of growth for us is Domain 2B (relative performance-compared to peer campuses).

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	60% of students currently in Special Education were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	The current SPED resource schedule is not effectively allowing for SPED teacher attendance to collaborative team planning and for SPED students to receive grade level Tier 1 instruction.
2 ★	45% of Hispanic students were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	Lack of walkthroughs specific to ESL strategies impeded admin/coach ability to give feedback and support.
3 ★	3rd Grade ELA/Reading performance at the Meets and above Level was 49% and Math Meets and above Level was 55%.	Grade level teachers did not align with the district provided curriculum resources and were not consistent in implementing I&E time.

★ = Priority

Perceptions

Strengths

What are our greatest strengths?

1. 1.1 The faculty and staff perceive the school environment as safe and orderly.
2. 1.2 Students, parents, and the community perceive the school environment as safe and orderly.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Entire school community (Teachers, staff, students, parents and community) rated having formal ways to provide input regarding the optimal functioning of the school on the HRS Level 1 survey at 3.59 below the mean of 4.0.	
2	Teachers rated having opportunities to observe and discuss effective teaching at 3.5 below the mean of 4.0.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	60% of students currently in Special Education were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	The current SPED resource schedule is not effectively allowing for SPED teacher attendance to collaborative team planning and for SPED students to receive grade level Tier 1 instruction.
2 ★	45% of Hispanic students were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	Lack of walkthroughs specific to ESL strategies impeded admin/coach ability to give feedback and support.
3 ★	3rd Grade ELA/Reading performance at the Meets and above Level was 49% and Math Meets and above Level was 55%.	Grade level teachers did not align with the district provided curriculum resources and were not consistent in implementing I&E time.
4 ★	Chronic absenteeism was a campuswide issue with 238 students out of 481 (49.48%) being absent 7 or more times during the school year.	Attendance has not been a priority for campus administration; academics and behavior have historically taken precedence.
5 ★	As indicated on the campus-wide survey 39.5% of students 3rd-5th grade and 57.1% of staff indicated that the restrooms were an area of concern in terms of discipline.	PBIS did not focus on the common area of restrooms for the 25-26 school year.

★ = Priority

Priorities

Priority 1

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

Goal 1

In the 2026-2027 school year, Special Education, Hispanic, and HB1416 students will achieve growth that exceeds 65% at the Approaches and above level standard on the Mathematics STAAR.

Performance Target: Growth that exceeds 65% at the Approaches and above level standard on the Mathematics STAAR.

Expected Result: Increased growth for Special Education, Hispanic, and HB1416 students.

Strategy 1

Ensure that the 26-27 SPED schedule planning time aligns with the teacher's collaboratively planning schedule and schedule around Tier 1 instruction.

Staff Responsible for Monitoring: Administration and Special Education Staff

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 2

SPED teachers will co-teach with general education teacher during Tier 1 instruction.

Staff Responsible for Monitoring: SPED TL, Instructional Coaches

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 3

TEKS and IB Guiding Coalitions will help grade level collaborative teams sharpen planning for instruction to meet the needs of all students.

Staff Responsible for Monitoring: IB Coordinator, Instructional Coaches

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	60% of students currently in Special Education were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	The current SPED resource schedule is not effectively allowing for SPED teacher attendance to collaborative team planning and for SPED students to receive grade level Tier 1 instruction.
2	45% of Hispanic students were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	Lack of walkthroughs specific to ESL strategies impeded admin/coach ability to give feedback and support.

Goal 2

In the 2026-27 school year, Special Education, Hispanic, and HB1416 students will achieve 65% at the Approaches and above level standard on the Reading STAAR.

Performance Target: Growth that exceeds 65% at the Approaches and above level standard on the Reading STAAR.

Expected Result: Increased growth for Special Education, Hispanic, and HB1416 students.

Strategy 1

Ensure that the 26-27 SPED schedule planning time aligns with the teacher's collaboratively planning schedule and schedule around Tier 1 instruction.

Staff Responsible for Monitoring: Administration and Special Education Staff

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 2

SPED teachers will co-teach with general education teacher during Tier 1 instruction.

Staff Responsible for Monitoring: SPED TL, Instructional Coaches

Problem Statements: Student Learning 1, 2

Formative Reviews

November	February	June

Strategy 3

TEKS and IB Guiding Coalitions will help grade level collaborative teams sharpen planning for instruction to meet the needs of all students.

Staff Responsible for Monitoring: IB Coordinator, Instructional Coaches

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	60% of students currently in Special Education were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	The current SPED resource schedule is not effectively allowing for SPED teacher attendance to collaborative team planning and for SPED students to receive grade level Tier 1 instruction.
2	45% of Hispanic students were not at approaches grade level standard in the 2026 Math and Reading STAAR assessments.	Lack of walkthroughs specific to ESL strategies impeded admin/coach ability to give feedback and support.
3	3rd Grade ELA/Reading performance at the Meets and above Level was 49% and Math Meets and above Level was 55%.	Grade level teachers did not align with the district provided curriculum resources and were not consistent in implementing I&E time.

Priority 2

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

Goal 1

In the 2026-27 school year, 3rd grade students will achieve 65% at the Meets and above level standard on the Reading and Math STAAR.

Performance Target: Growth that exceeds 65% at the Meets and above level standard on the Reading and Mathematics STAAR.

Expected Result: Increased growth for 3rd grade students

Strategy 1

TEKS and IB Guiding Coalitions will help grade level collaborative teams sharpen planning for instruction to meet the needs of all students.

Staff Responsible for Monitoring: IB Coordinator, Instructional Coaches

Problem Statements: Student Learning 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	3rd Grade ELA/Reading performance at the Meets and above Level was 49% and Math Meets and above Level was 55%.	Grade level teachers did not align with the district provided curriculum resources and were not consistent in implementing I&E time.

Priority 3

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

Goal 1

In the 2026-27 school year, the Huffman PBIS Team will develop, implement and train all staff/students on new campus restroom procedures.

Performance Target: 100% of staff and students will be trained on and will know campus restroom procedures.

Expected Result: New restroom procedures will be developed, implemented, and training provided to all staff and students.

Strategy 1

PBIS Team will create a campus leveled behavior guide and train teachers on how to use the guide.

Staff Responsible for Monitoring: PBIS team

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

PBIS Team will create a student and a family handbook.

Staff Responsible for Monitoring: PBIS team

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

PBIS Team will develop restroom procedures and a lesson plan for teachers to use with their students.

Staff Responsible for Monitoring: PBIS team

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 4

PBIS team will train teachers on the new restroom procedures and corresponding lesson plan.

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As indicated on the campus-wide survey 39.5% of students 3rd-5th grade and 57.1% of staff indicated that the restrooms were an area of concern in terms of discipline.	PBIS did not focus on the common area of restrooms for the 25-26 school year.

Priority 4

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

Goal 1

The Attendance Committee will develop school wide and individual incentives to increase student attendance and positive parental involvement.

Performance Target: Overall attendance percentage will be at 96% or greater.

Expected Result: Attendance incentive strategies will be developed and implemented to support the increase in student's daily attendance.

Strategy 1

PBIS Team will create a student and a family handbook.

Staff Responsible for Monitoring: PBIS team

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

The social media liaison will post messages about attendance and the importance of coming to school.

Problem Statements: Demographics 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism was a campuswide issue with 238 students out of 481 (49.48%) being absent 7 or more times during the school year.	Attendance has not been a priority for campus administration; academics and behavior have historically taken precedence.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	As indicated on the campus-wide survey 39.5% of students 3rd-5th grade and 57.1% of staff indicated that the restrooms were an area of concern in terms of discipline.	PBIS did not focus on the common area of restrooms for the 25-26 school year.