

Lamar Consolidated Independent School District

Huggins Elementary

2023-2024 Campus Improvement Plan



Mission Statement

Huggins Elementary will provide each student with an educational experience that is rigorous, relevant, and rooted in relationship.

Vision

The vision of Huggins Elementary School is to provide a friendly, supportive atmosphere where all students are encouraged to maximize their learning potential and explore, achieve, and develop a better understanding of our ever-changing world.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Huggins Elementary has been serving the greater Fulshear area since 1979. As one of the fastest growing cities in the state of Texas, Huggins Elementary has experienced exponential growth over the past several years. For the 2023-2024 school year, Huggins will provide instruction for Kindergarten through Fifth Grade students. There are 6 kindergarten teachers, 6 first grade teachers, 5 second grade teachers, 6 third grade teachers, 7 fourth grade teachers, and 5 fifth grade teachers. Students attend art, music, PE, and library for specials 50 minutes per day. Effective September 22, 2022, Huggins Elementary is a frozen campus. Students that move to the area will attend Morgan Elementary due to the high growth and capacity of the campus. Huggins Elementary services special populations including Emergent Bilingual Students and students that receive special education. In addition to students that receive Inclusion/Resource Support, Huggins has three special programs, including a Structured Learning Classroom for students in kindergarten through fifth grade, Social Emotional Support Classroom for students in kindergarten through fifth grade, and Early Childhood Special Education/Pegasus Classroom for students between the ages of three and five.

A review of demographic data for the 2023-2024 school year (777 students) indicates the following breakdown: .64% American Indian/Alaskan Native, 7.21% Asian, 18.02% Black, 48.01% White, 22.52% Hispanic/Latino, and 3.35% Multiracial. 15.32% of student receive special education services, up from 11.42% during the 2022-2023 school year and 4.38%, up from 3.81% during the 2022-2023 school year, receive 504 support. 6.95% are Emergent Bilingual. 8.62% of students are identified at-risk. 19.18% of students are identified as economically disadvantaged. There are currently 777 students enrolled.

See addendum for demographics chart.

Demographics Strengths

Census data reveals that Fulshear is one of the fastest growing city in the state of Texas with an annual growth rate of 41.6%. The current population exceeds 50,000 and continues to grow. With the increase in population, development of new residential communities continues. The greater Fulshear area (Fulshear, Brookshire, and Simonton) has attracted an increase in business development along the I-10 corridor, bringing families to the area. The current poverty rate is 4.21% and the average household income is \$177,571.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The EB population increased by roughly 57% during the 22-23 school year. **Root Cause:** As the community grows with an estimated growth rate of 41%, there is an increase in diversity.

Student Learning

Student Learning Summary

At the end of the 2023 school year 68.25% of kindergarteners, 68.51% of first graders, and 89.77% of second graders were at or above reading level.

*Based on the 2023 3rd Grade Reading STAAR assessment students who scored approaches were 96.71%, meets were 84.21%, and masters were 38.16%.

*Based on the 2023 3rd Grade Math STAAR assessment students who scored approaches were 86.84%, meets were 61.84%, and masters were 28.29%.

*Based on the 2023 4th Grade Reading STAAR assessment students who scored approaches were 87.41%, meets were 62.96%, and masters were 34.81%.

*Based on the 2023 4th Grade Math STAAR assessment students who scored approaches were 77.04%, meets were 53.33%, and masters were 27.41%.

*Based on the 2023 5th Grade Reading STAAR assessment students who scored approaches were 96.9%, meets were 80.62%, and masters were 58.91%.

*Based on the 2023 5th grade Math STAAR assessment students who scored approaches were 95.35%, meets were 77.52%, and masters were 41.09%.

*Based on the 2023 5th grade Science STAAR assessment students who scored approaches were 79.23%, meets were 50%, and masters were 26.92%.

*See Addendum for STAAR subpopulation data, End of Year Reading Level Chart, and Spring MAP Scores.

Purple Track GRA: % Below Level
2020/2021-2023/2024

KINDERGARTEN												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	MOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference	MOY % BL	EOY % BL	% Difference
Hubenak	25.41%	20.62%	4.79%	20.19%	17.96%	2.23%	20.19%	8.60%	2.88%			
Huggins	21.54%	25%	-3.46	30.19%	21.10%	9.09%	14.88%	31.75%	-16.87%			
Lindsey	33.03%	39.29%	-6.26	27.74%	24.28%	3.26%	19.39%	17.09%	2.30%			
Morgan				46.05%	34.15%	11.90%	20.65%	32.95%	-12.30%			
Tamarron	44.32%	45.63%	-1.31	33.93%	33.80%	0.13%	26.53%	32.43%	-5.90%			
FIRST GRADE												
	2020-2021			2021-2022			2022-2023			2023-2024		

CAMPUS	%			%			%			%		
	BOY % BL	EOY % BL	Difference	BOY % BL	EOY % BL	Difference	BOY % BL	EOY % BL	Difference	BOY % BL	EOY % BL	Difference
Hubenak	46.07%	22.40%	26.67%	44.23%	14.80%	29.43%	34.21%	10.88%	23.33%	11.54%		
Huggins	55.56%	21.92%	33.64%	32.22%	10.31%	21.91%	55.93%	21.49%	34.44%	27.93%		
Lindsey	45.45%	11.56%	33.89%	39.84%	18.52%	21.23%	34.07%	8.33%	25.74%	23.20%		
Morgan				41.49%	29%	12.49%	46.05%	21.28%	24.77%	44.87%		
Tamarron	64%	42.99%	21.01%	47.83%	45.99%	1.84%	49.59%	34.45%	15.14%	43.22%		

SECOND GRADE

CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference	BOY % BL	EOY % BL	% Difference
Hubenak	28.09%	17.13%	10.96	20.62%	14.44%	7.30%	9.14%	5.21%	3.93%	6.25%		
Huggins	39.86%	18.24%	21.62%	20.62%	12.50%	8.12%	16.88%	10.24%	6.64%	19.48%		
Lindsey	24.74%	14%	10.74%	18.12%	13.71%	4.41%	18.95%	12.58%	6.37%	7.11%		
Morgan				34.44%	16.49%	17.95%	17.17%	24.62%	-7.45%	19.12%		
Tamarron	31.53%	24.19%	7.34%	41.41%	37.25%	4.16%	35.82%	25.17%	10.65%	30.89%		

Student Learning Strengths

A review of 2022-2023 STAAR Data indicates the following strengths:

- The percentage of 3rd grade students scoring Approaches on the Reading STAAR increased by 10%.
- The percentage of 5th grade students scoring Approaches on the Reading STAAR increased by 10%.
- The percentage of 5th grade students scoring Approaches on the Math STAAR increased by 8%, Meets increased by 21%, and Masters by 7%.
- The percentage of 5th grade students scoring Meets on the Science STAAR increased by 11%.

A review of the 2022-2023 End of Year Reading Levels in Kindergarten through Fourth Grade indicates the following strengths:

- 68% of Kindergarten students were reading on or above grade level at the end of the year.
- 79% of 1st grade students were reading on or above grade level at the end of the year.
- 89% of 2nd grade students were reading on or above grade level at the end of the year.
- 86% of 3rd grade students were reading on or above grade level at the end of the year.
- 78% of 4th grade students were reading on or above grade level at the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The STAAR 2023 results indicates that the number of students who met expectation decreased by 19% on the fourth-grade math assessment. It also indicates a decrease of 12% in the number of third-grade students that did not meet expectation on the Math STAAR. **Root Cause:** The growth of students with diverse educational backgrounds presented a need for additional staffing and reallocation of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.

Problem Statement 2 (Prioritized): 79% of the special education students in the fourth-grade, during the 2022-2023 school year, did not meet expectation on the ELAR STAAR. **Root Cause:** Special Education Teachers were continuing to develop their understanding and implantation of Reading Workshop. Utilization of small group, differentiated instruction in Reading was inconsistent. Paraprofessionals lacked instructional professional development. Additionally, 70% of fourth-grade special education students are reading below grade level.

Problem Statement 3 (Prioritized): The percentage of students that scored meets or better on the 2023 5th grade Science STAAR test declined by 17%. **Root Cause:** The growth of students with diverse education backgrounds presented a need for additional staffing and reallocations of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.

Problem Statement 4: 28% of Kindergarten and first-grade students did not meet end of year GRA grade level expectation. **Root Cause:** Many of these students did not attend a Pre-K program due to the Pandemic, and a lack of a comprehensive phonics program, which resulted in a regression in foundational phonemic awareness students arrived with.

School Processes & Programs

School Processes & Programs Summary

Huggins Elementary supports students in Kindergarten through Fifth Grade. Students in three special programs are also supported. The Social Emotional Support Classroom (SESC), Structured Learning Classroom (SLC), and Early Childhood Special Education Classroom (ECSE) provide special education services to qualifying students. Huggins also supports special education students through resource instruction, as well as in-class support and speech. Students that qualify for 504 receive instruction in the general education classroom with accommodations in place as needed. GT students are supported through a pullout program by the GT Facilitator for 1.5 hours per week.

Grade levels are divided by teams. For the 23-24 school year, kindergarten and first grade will be self-contained and second through fifth grade will be departmentalized, with the expectation of grade levels with an odd number of teachers. The Instructional Leadership team includes the principal, assistant principal, counselor, and instructional coach.

Teams use the district roadmaps to long-range plan each nine-weeks, and meet weekly with the instructional coach during designated days to plan for instruction. A variety of assessment types are created in collaboration with the Instructional Leadership Team and used to gauge student progress. Emphasis has been placed on providing high-quality TIER I instruction. This includes the implementation of Reading, Writing, and Math Workshop with differentiation delivered through small-group instruction.

Professional development is strategically planned throughout the school year to support campus goals. Bi-weekly faculty and team leader meetings are held after school. Data Meetings, including grade-level Kid Chats are held every 4-6 weeks.

The school counselor leads character education throughout the campus. Teachers facilitate class meetings on Mondays, using lesson plans developed by the counselor, with an emphasis on social skills and character development. She provides monthly guidance lessons to grade-levels, and supports students through small groups as needed or requested. Huggins utilizes a PBIS framework and "house system" to reinforce positive behavior. Students earn Hound Bucks that can be redeemed at the school store and participate in a monthly house pep rally where one student from each grade level receives the Golden Paw award.

Students have opportunities to participate in extracurricular activities including UIL, Science Olympiad, and Student Council.

All kindergarten-second grade classrooms have a minimum of six student iPads. Third-Fifth Grade are allocated laptop carts to support zones during workshop, as well as computer-based assessments.

Through the MTSS process, student progress is measured and opportunities for remediation, intervention, and enrichment are provided to meet the diverse needs of students. The master schedule includes extended learning time for all grade levels. During this 30 minute duration, all new instruction stops and students participate in differentiated learning opportunities to meet individual needs, including accelerated learning as required by law. Progress is monitored and reviewed with parents that receive TIER II intervention or TIER III remediation.

Attendance is taken daily. A campus-wide attendance incentive plan was established during the 22-23 school year, following decreasing attendance rates.

There will be a total of 36 classroom teachers, 3 specials teachers, 1 librarian, 1 reading interventionist, 1 GT facilitator, 1 EB Specialist, 6 special education teachers, 11 paraprofessionals, 1 nurse, and 2 front office staff members.

The Instructional Leadership Team includes the following: principal, assistant principal, counselor, administrative assistant, and instructional coach that meet weekly to collaborate regarding campus needs.

Huggins Elementary has a strong connection with parents and community stakeholders through partnership with the Friends of Huggins (parent organization). Teachers send out a parent newsletter weekly. The principal also sends out a campus-wide newsletter to parents each week, called the Paw Print, as well as the Huggins Herald, which is sent to the staff. The Site-Based Decision Making Team meets throughout the year.

School Processes & Programs Strengths

- Huggins Elementary has established a cohesive Instructional Leadership Team that shares the same vision and goals.
- Through a defined instructional planning model, grade level teams work collaboratively with instructional coaches.
- Friends of Huggins supports students and staff through fundraising, donations, volunteer efforts, and community outreach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The student attendance rate for the 22-23 school year was 94%. **Root Cause:** The pandemic altered school attendance perceptions.

Perceptions

Perceptions Summary

Huggins Elementary prides itself on maintaining a close-knit community. Several generations of family members have attended Huggins for elementary school. As the community grows, stakeholders place particular interest in maintaining small-town charm.

Huggins Elementary focuses on growing the whole child, which includes not only academic growth but the social/emotional well-being of the student as well. Teachers facilitate class meetings to build community within the classroom. The counselor works in tandem with teachers to deliver Character Counts lessons. Emphasis is placed on positive behavior reinforcement through the use of PBIS and campus-wide House System. An array of strategies that support positive behavior include PBIS Rewards, PBIS Celebrations, and Golden Paw Awards for students, staff, and community members.

According to the 21-22 Campus Climate Survey, each group "graded" Huggins Elementary on the overall quality of the school as follows:

Staff: 52% - A, 40% - B, 8% - C

Students: 31% - A, 49% - B, 16% - C, 3% - D, 1% - F

Parents: 43% - A, 36% - B, 15% - C, 5% - D, 1% - F

Perceptions Strengths

- 14% increase in the number of staff that rated Huggins as an A in the overall quality of the school
- Relationships between staff and community remain an integral part of the Huggins culture
- Emphasis is placed on positive-reinforcement and the social/emotional well-being of students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The percentage of parents that reported the overall quality of Huggins Elementary as an A declined by 3%. **Root Cause:** Substantial growth on campus lead to staffing changes throughout the year.

Priority Problem Statements

Problem Statement 1: The STAAR 2023 results indicates that the number of students who met expectation decreased by 19% on the fourth-grade math assessment. It also indicates a decrease of 12% in the number of third-grade students that did not meet expectation on the Math STAAR.

Root Cause 1: The growth of students with diverse educational backgrounds presented a need for additional staffing and reallocation of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 79% of the special education students in the fourth-grade, during the 2022-2023 school year, did not meet expectation on the ELAR STAAR.

Root Cause 2: Special Education Teachers were continuing to develop their understanding and implantation of Reading Workshop. Utilization of small group, differentiated instruction in Reading was inconsistent. Paraprofessionals lacked instructional professional development. Additionally, 70% of fourth-grade special education students are reading below grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of students that scored meets or better on the 2023 5th grade Science STAAR test declined by 17%.

Root Cause 3: The growth of students with diverse education backgrounds presented a need for additional staffing and reallocations of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data




- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices











Goals

Goal 1: By May 2024, overall performance on the Math STAAR Test will increase by 5% in all performance categories.

Performance Objective 1: Ensure all 3rd-5th grade math teachers implement each component of the Math Workshop model.

Evaluation Data Sources: Lesson plans, classroom observations, weekly team content planning

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize Stemscores Math as a resource for lesson planning.</p> <p>Strategy's Expected Result/Impact: Engaging lessons that result in student mastery of learning objectives.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All 3rd-5th grade math teachers will participate in a minimum of two learning walks.</p> <p>Strategy's Expected Result/Impact: Teachers will develop a better understanding of math workshop components to effectively implement into the classroom.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and classroom teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
	N/A		

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide instructional feedback of lesson plans, assessments, and by conducting a minimum of ten walkthrough per week (principal and assistant principal) and identifying areas of reinforcement and refinement.</p> <p>Strategy's Expected Result/Impact: Lesson plan activities and assessments will align to the rigor of the TEK resulting in increased student performance.</p> <p>Staff Responsible for Monitoring: Administrators and instructional coaches</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Progress monitoring and data meetings will be conducted after each major grade and guided math groups will be arranged accordingly.</p> <p>Strategy's Expected Result/Impact: High quality differentiated learning opportunities will be provided to each student.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and general education and special education teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: K-2 Teachers will participate in the Math Cadre lead by the LCISD Math Department.</p> <p>Strategy's Expected Result/Impact: Math teachers will implement instructional strategies learned through the Math Cadre to increase student success in small groups.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches</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		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:





Student Learning









Problem Statement 1: The STAAR 2023 results indicates that the number of students who met expectation decreased by 19% on the fourth-grade math assessment. It also indicates a decrease of 12% in the number of third-grade students that did not meet expectation on the Math STAAR. **Root Cause:** The growth of students with diverse educational backgrounds presented a need for additional staffing and reallocation of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.

Goal 1: By May 2024, overall performance on the Math STAAR Test will increase by 5% in all performance categories.

Performance Objective 2: 3rd-5th grade Math teachers will collect and analyze student data to develop targeted instructional groups.

Evaluation Data Sources: Guided Math data, Aware, grades in Skyward

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Each math teacher will create and utilize a guided math notebook for data collection and small group lesson planning.</p> <p>Strategy's Expected Result/Impact: High quality differentiate learning opportunities will be provided to each student.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and general education and special education teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each 3rd-5th grade student will utilize an interactive math notebook.</p> <p>Strategy's Expected Result/Impact: Students will increase mathematical understanding and ability.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and general education and special education teachers.</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> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students in grades 3-5 will participate in goal setting and math data tracking.</p> <p>Strategy's Expected Result/Impact: Students will develop ownership and motivation for growth in math through self-audit and reflection.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and general education and special education teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will conduct data progress monitoring.</p> <p>Strategy's Expected Result/Impact: Teachers will identify unmastered TEKS and develop interventions to support student mastery.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, teachers.</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</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			









Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: The STAAR 2023 results indicates that the number of students who met expectation decreased by 19% on the fourth-grade math assessment. It also indicates a decrease of 12% in the number of third-grade students that did not meet expectation on the Math STAAR. Root Cause: The growth of students with diverse educational backgrounds presented a need for additional staffing and reallocation of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.</p>

Goal 1: By May 2024, overall performance on the Math STAAR Test will increase by 5% in all performance categories.

Performance Objective 3: Extended Learning Time will be implemented to provide intervention, remediation, and enrichment for students in the area of math.

Evaluation Data Sources: Master schedule, data spreadsheets, Success Ed MTSS documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize professional resources to develop targeted lessons for Extended Learning Time.</p> <p>Strategy's Expected Result/Impact: Students will increase mathematical understanding and ability.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and classroom teachers.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize additional staff to support Extended Learning Time.</p> <p>Strategy's Expected Result/Impact: Increased differentiation within small groups.</p> <p>Staff Responsible for Monitoring: Administrators and instructional coaches.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Staff for Extended Learning Time - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,630</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:







Student Learning







Problem Statement 1: The STAAR 2023 results indicates that the number of students who met expectation decreased by 19% on the fourth-grade math assessment. It also indicates a decrease of 12% in the number of third-grade students that did not meet expectation on the Math STAAR. **Root Cause:** The growth of students with diverse educational backgrounds presented a need for additional staffing and reallocation of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.

Goal 2: By May 2024, special education students in grades 3-5 will increase their raw score on the ELAR STAAR Test by 5 points.

Performance Objective 1: Special education and general education teachers will collaborate on instructional practices to support students.

Evaluation Data Sources: Meeting logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: General education teachers will create a dedicated space for inclusion support for small groups within their classroom. Strategy's Expected Result/Impact: Students will view the inclusion teacher as an integral part of the instructional process. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and general and special education teachers. Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: General education teachers will share their lesson plans with special education teachers weekly by Thursday at 4 pm. Strategy's Expected Result/Impact: Special education teachers will have ample time to prepare for student needs during upcoming lessons. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and general and special education teachers. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: General education teachers will collaborate with special education teachers to create a master schedule to maximize in-class support. Strategy's Expected Result/Impact: Students will have increased opportunities to participate in small group, differentiated instruction. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and general and special education teachers. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Special education teachers and paraprofessionals will implement co-teaching when providing inclusion support.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student engagement and access to the general education curriculum.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, general education teachers, special education teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			









Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 79% of the special education students in the fourth-grade, during the 2022-2023 school year, did not meet expectation on the ELAR STAAR. Root Cause: Special Education Teachers were continuing to develop their understanding and implantation of Reading Workshop. Utilization of small group, differentiated instruction in Reading was inconsistent. Paraprofessionals lacked instructional professional development. Additionally, 70% of fourth-grade special education students are reading below grade level.</p>

Goal 2: By May 2024, special education students in grades 3-5 will increase their raw score on the ELAR STAAR Test by 5 points.

Performance Objective 2: Implementation of the reading workshop model in the resource classroom.

Evaluation Data Sources: Classroom observations, lesson plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Special education teachers will work with instructional coaches to setup the resource classroom.</p> <p>Strategy's Expected Result/Impact: A conducive learning environment to support reading workshop.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and general and special education teachers.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Special education teachers will participate in at least two learning walks with instructional coaches.</p> <p>Strategy's Expected Result/Impact: Special education teachers will gain insight into strategies that support reading workshop.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and general and special education teachers.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
	N/A	N/A	
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special education teachers will meet with instructional coaches weekly to engage in instructional planning.</p> <p>Strategy's Expected Result/Impact: Special education teachers will improve their content knowledge.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and general and special education teachers.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:








Student Learning









Problem Statement 2: 79% of the special education students in the fourth-grade, during the 2022-2023 school year, did not meet expectation on the ELAR STAAR. **Root Cause:** Special Education Teachers were continuing to develop their understanding and implantation of Reading Workshop. Utilization of small group, differentiated instruction in Reading was inconsistent. Paraprofessionals lacked instructional professional development. Additionally, 70% of fourth-grade special education students are reading below grade level.

Goal 3: By May 2024, 5th grade Science STAAR data will increase by 10% in all performance categories.

Performance Objective 1: Ensure access to engaging, rigorous, real-world learning opportunities that support high-quality Tier 1 instruction.

Evaluation Data Sources: Observations, lesson plans, student progress and growth.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement additional resources to supplement STEMscopes, including ThinkUp! Science and Science Penguin. Strategy's Expected Result/Impact: Students will demonstrate mastery of science objectives. Staff Responsible for Monitoring: Administrators, instructional coaches, and classroom teachers. Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each 5th grade student will utilize an interactive science notebook. Strategy's Expected Result/Impact: Students will increase science understanding and ability. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers. Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students in 5th grade will track their science data with the purpose of composing independent science goals. Strategy's Expected Result/Impact: Students will develop ownership and motivation for growth in science through self-audit and reflection. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers. ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will implement the elements of science workshop to differentiate science instruction through small group instruction. Strategy's Expected Result/Impact: High-quality differentiated science opportunities for all students. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers. Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide instructional feedback of lesson plans, assessments, and by conducting a minimum of ten walkthrough per week (principal and assistant principal) and identifying areas of reinforcement and refinement</p> <p>Strategy's Expected Result/Impact: Lesson plan activities and assessments will align to the rigor of the TEK resulting in increased student performance</p> <p>Staff Responsible for Monitoring: Administrators and instructional coaches.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Progress monitoring and data meetings will be conducted after each major grade.</p> <p>Strategy's Expected Result/Impact: High quality differentiated learning opportunities will be provided to each student.</p> <p>Staff Responsible for Monitoring: Administrators, coaches, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: The percentage of students that scored meets or better on the 2023 5th grade Science STAAR test declined by 17%. Root Cause: The growth of students with diverse education backgrounds presented a need for additional staffing and reallocations of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.</p>

Goal 3: By May 2024, 5th grade Science STAAR data will increase by 10% in all performance categories.

Performance Objective 2: Teachers will facilitate the following percentages of indoor and outdoor interactive science investigations. K-1 = 80%, 2nd-3rd = 60%, 4th-5th = 50%.

Evaluation Data Sources: Students will increase science ability and understanding.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Document hands-on science investigations for each unit on the long range plan.</p> <p>Strategy's Expected Result/Impact: Teachers will be more prepared by having time blocked off for hands-on science investigations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a plan for requesting, checking out, and returning materials to conduct hands-on science investigations.</p> <p>Strategy's Expected Result/Impact: Teachers will have the materials necessary to conduct their planned science investigations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop a plan to communicate needs and recruit volunteers to assist with hands-on science investigations.</p> <p>Strategy's Expected Result/Impact: Parents will assist the teacher by preparing materials needed to conduct hands-on investigations. Students will have a smaller adult to student ratio when conducting science hands-on investigations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:









Student Learning

Problem Statement 3: The percentage of students that scored meets or better on the 2023 5th grade Science STAAR test declined by 17%. **Root Cause:** The growth of students with diverse education backgrounds presented a need for additional staffing and reallocations of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.

Goal 3: By May 2024, 5th grade Science STAAR data will increase by 10% in all performance categories.

Performance Objective 3: Implement opportunities for students to engage in science enrichment.

Evaluation Data Sources: Student data, master schedule, classroom observation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize professional resources, including STEMscopes Acceleration, Progress Learning, and Science Penguin to develop targeted lessons for Extended Learning Time.</p> <p>Strategy's Expected Result/Impact: Students will synthesize their learning and apply this knowledge through real-world connections in science.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers.</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incorporate the use of Canvas to provide supplemental resources for students to access.</p> <p>Strategy's Expected Result/Impact: Students will have access to resources at home for independent practice and review.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers.</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			













Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: The percentage of students that scored meets or better on the 2023 5th grade Science STAAR test declined by 17%. Root Cause: The growth of students with diverse education backgrounds presented a need for additional staffing and reallocations of students. In addition, the new format of the STAAR question types presented new challenges for students compared to previous years. The previous years STAAR assessment was taken on paper. This years STAAR test was taken 100% online.</p>

Goal 4: By May 2024, the average attendance rate for Huggins Elementary will increase by 3%.

Performance Objective 1: Increase student desire to attend school daily.











Evaluation Data Sources: Attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Engage in national Rock Your School Day. Strategy's Expected Result/Impact: Increase student excitement for learning through room transformations. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and general and special education teachers.</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Refine positive reinforcement system. Strategy's Expected Result/Impact: Increased desire for student attendance. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement attendance recognition at House Pep Rallies. Strategy's Expected Result/Impact: Students would be accountable to each other to increase attendance. Staff Responsible for Monitoring: Administrators, Instructional Coaches, and classroom teachers</p> <p>ESF Levels: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2024, the average attendance rate for Huggins Elementary will increase by 3%.

Performance Objective 2: Increase the connection between school and home.

Evaluation Data Sources: Campus Climate Survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host an International Night to celebrate our diverse community. Strategy's Expected Result/Impact: Students will feel represented and celebrated by their community. Staff Responsible for Monitoring: Administrators, Instructional Coaches, classroom teachers, and community members.</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Recognize a volunteer of the month. Strategy's Expected Result/Impact: Increase parent involvement. Staff Responsible for Monitoring: Administrators, Instructional Coaches, classroom teachers, and community members. ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Communicate attendance rate monthly in community newsletter. Strategy's Expected Result/Impact: Increase parent awareness of attendance rate and its importance. Staff Responsible for Monitoring: Administrators, Instructional Coaches, classroom teachers, and parents. ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Huggins Elementary

Total SCE Funds: \$3,630.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State Compensatory Funds are used for tutoring during Extended Learning Time to provide support to students through intervention or remediation.

Personnel for Huggins Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Leslie Soucek	Part-Time Tutor	1
Misty Heyl	Part-Time Tutor	1

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Staff for Extended Learning Time		\$3,630.00
Sub-Total					\$3,630.00
Budgeted Fund Source Amount					\$3,630.00
+/- Difference					\$0.00
Grand Total Budgeted					\$3,630.00
Grand Total Spent					\$3,630.00
+/- Difference					\$0.00