

Lamar Consolidated Independent School District
Hutchison Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Irma Dru Hutchison Elementary School is to prepare students socially and academically to be lifelong learners and responsible, productive citizens in a competitive global society.

Vision

The vision of Irma Dru Hutchison Elementary School is to provide a rigorous and stimulating environment that engages all students while preparing them to become global innovators, well rounded citizens, diverse thinkers, and life-long learners.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	11
Student Learning	12
School Processes & Programs	14
Perceptions	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Goal 1: [ELAR] (1A) By May 2024, the percentage of grade students scoring at the Meets category will increase by 4 % from 64% to 68% on the ELAR STAAR. (1B) By May 2024, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase from 76% to 80%, as measured on the GRA Assessment.	20
Goal 2: Goal 2: [Math](2A) By May 2024, the percentage of students scoring at the Meets Scoring Category will increase by 5%, from 50% to 55%, on Math STAAR. (2B) By May 2024, students in 1st-2nd grades at Hutchison Elementary scoring above the 61st percentile will increase by 5% as measured by the district End of Year Assessment NWEA-MAP.	24
Goal 3: [Science] (2A) By May 2024, the percentage of students scoring at the Meets Scoring Category will increase by 5%, from 30% to 35%, on the Science STAAR. (2B) By May 2024, students in 1st-2nd grades at Hutchison Elementary scoring on or above grade level will increase by 5% as measured by the district End of Year Assessment, NWEA-MAP.	27
Goal 4: By May 2024, Hutchison Elementary will create a positive school environment by consistently communicating with parents about academic activities, strategies, events, and importance of attendance to increase overall rating on Campus Climate Survey by 10%.	31
State Compensatory	34
Budget for Hutchison Elementary	34
Personnel for Hutchison Elementary	34
Title I	35
1.1: Comprehensive Needs Assessment	35
2.1: Campus Improvement Plan developed with appropriate stakeholders	35
2.2: Regular monitoring and revision	36
2.3: Available to parents and community in an understandable format and language	36
2.4: Opportunities for all children to meet State standards	36
2.5: Increased learning time and well-rounded education	37
2.6: Address needs of all students, particularly at-risk	40
3.1: Annually evaluate the schoolwide plan	40
4.1: Develop and distribute Parent and Family Engagement Policy	41
4.2: Offer flexible number of parent involvement meetings	41
Title I Personnel	42
Campus Funding Summary	43

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During the Site Based Meeting on May 10, 2023, at 3:30pm via Teams the Site Based Committee discussed the purpose for the meeting including reviewing current data including preliminary campus data and analysis methods for the 22-23 school year. Several types of data were reviewed including K-12 Climate Survey, On Data Suite reports, and NWEA MAP data.

The second meeting was held on June 20, 2023 at Reading Junior High at 8:00-3:00pm. The team analyzed data and identified strengths and weaknesses. Each subject area had the chance to discuss their data and present, other members asked questions to help identify three areas to focus on for the school year. Documentation of the process includes sign in sheets, agenda, and copies of the data reviewed.

Data Sources Reviewed

Skyward	K12 Staff Climate Survey
SuccessEd	2022-2023 STAAR Performance Report
On Data Suite	Eduphoria - AWARE
K12 Student Climate Survey	Sped Failure Data Report
K12 Parent Climate Survey	2022-2023 TAPR Report

Identified Strengths

39% of 5th graders scored at the Meets level on the 2023 Reading STAAR test.
25% of 4th graders scored at the Meets level on the 2023 Reading STAAR test
18% of 3rd graders scored at the Meets level on the 2023 Reading STAAR test.
In May 2023, 88% of 2nd-grade students were reading on or above grade level as measured by the GRA assessment.
In May 2023, 80% of 1st-grade students were reading on or above grade level as measured by the GRA assessment.

Student Achievement

43% of 5th graders scored at the Master's level on the 2023 Reading STAAR test.
32% of 4th graders scored at the Master's level on the 2023 Reading STAAR test
63% of 3rd graders scored at the Meets level on the 2023 Reading STAAR test.
59% of 4th graders scored at the Meets level on the 2023 Reading STAAR test.

43% of 5th graders scored at the Master's level on the 2023 Reading STAAR test.
66% of 5th graders scored at the Meets level on the 2023 Reading STAAR test.
26% of 4th graders scored at the Master's level on the 2023 Math STAAR test.
For all 2023 STAAR tests administered, Hutchison had 76% of students score at the Approaches level.
For all 2023 STAAR tests administered, Hutchison had 49% of students score at the Meets level.
For all 2023 STAAR tests administered, Hutchison had 28% of students score at the Masters level.
In May 2023, 59% of kinder students were reading on or above grade level as measured by the GRA assessment.
In May 2023, 80% of 1st-grade students were reading on or above grade level as measured by the GRA assessment.
In May 2023, 88% of 2nd-grade students were reading on or above grade level as measured by the GRA assessment.

School Climate and Culture

We were recognized as a No Place for Hate campus for the 2022-2023 school year and will continue to participate for the 2023 – 2024 school year with 3 activities that will promote unity amongst our students and staff.
We will implement Character Counts where the counselor gives one guided lesson per class once a month and small group instruction.
Student leadership opportunities will be afforded through Safety Patrol and Leadership Day.
Leadership Day will highlight students' abilities and showcase their talents in the areas of language arts, math, and science.
Students will have the opportunity to earn various awards each nine weeks, such as All A Honor Roll, A Honor Roll and A/B Honor Roll.

Staff Quality, Recruitment, and Retention

Hutchison administration will have individual feedback conferences with each new staff member and other staff members (by appointment), including paraprofessionals, teachers, and instructional specialists.
New teachers to the campus are assigned a mentor who answers questions and provides feedback.
Staff retention is % for the current school year.

Curriculum, Instruction, and Assessment

Bi-weekly grade level PLC meetings occur to review district assessment data, campus data and look at grade level trends.
All Instructional Coaches will utilize data to drive the need for teacher support, and intervention provided to students.

Community and Student Engagement

Hutchison Elementary has an active Parent Teacher Association that meets monthly and plans events for our families, such as the Fun Run & Spring Carnival. They also raise funds to support student field trip experiences. and learning opportunities.
Hutchison Elementary invites PTA/volunteers to assist in the teacher workroom and assist in the Rain Brigade.

Hutchison Elementary has an active Parent Teacher Association that meets monthly and plans events for our families, such as the Fun Run & Spring Carnival. They also raise funds to support student field trip experiences. and learning opportunities.

Weekly grade level newsletters (The Buzz) are sent home electronically to parents detailing upcoming events, important dates, and concepts to be covered for the upcoming week: vocabulary, websites, etc.

Hutchison Elementary communicates in the following ways: Weekly parent newsletter, The Stinger, the Campus Facebook page, Twitter, marquee, Skylert information blasts.

"Campfire" Night is an annual event hosted by reading and math coaches to increase parent knowledge of educational concepts.

EB Coach will conduct a Parent Information Night and Resource for our English Learners to help students acquire academic vocabulary at home in the spring.

School Organization

A campus-wide intervention time, Hornet Time, takes place from 7:30 am – 8:15 am each morning.

Morning Math is implemented kinder - 5th grade in grade-level pods from 7:00 - 7:30 am.

Technology

Hutchison Elementary uses Microsoft Teams and Canvas to house all instructional resources, emergency information, and other forms of school-wide communication.

Students utilize small technology tools such as laptops and iPads to augment instruction.

We integrate technology into the daily tasks of educating our students. Promethean boards are used in every subject throughout the day both by teachers and students.

<u>Identified Needs</u>	<u>Priorities Based on Identified Needs</u>
-------------------------	---

Demographics

We currently have 580 students enrolled for the 2023-2024 school year.	No Place for Hate and Character Counts lessons will enable our school community to embrace diversity and appreciate and respect cultural differences.
Our Emergent Bilingual population accounts for 25% of our student body.	EB Coach will work closely with teachers to develop plans for Emergent Bilingual students and facilitate the integration of writing across the curriculum.

We currently have 580 students enrolled for the 2023-2024 school year.	No Place for Hate and Character Counts lessons will enable our school community to embrace diversity and appreciate and respect cultural differences.
Our at-risk population is 47% of our student body.	Instructional Coaches work with teachers to develop the PLC model and increase efficiency of Tier 1 instruction beginning in September. Coaches will guide teachers in providing intervention to students who were not successful on the Reading or Math STAAR in April 2023. Under HB4545 these students will receive 30 hours of intervention. Science intervention will begin for 4th and 5th grade on Fridays beginning in September. After school tutorials will begin 2nd semester for Reading, Math, and 5th grade Science as needed.
Our Special Education population is 13% of our student body.	Special Education teachers will attend campus professional development and students will receive instruction through LLI for reading lessons and Moving with Math for math lessons.
Our GT population is 9% of our student body. (36 students)	Continue to encourage teachers to recommend/identify students for GT testing and utilize appropriate strategies to support GT student learning.

Student Achievement

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes		No			Yes	Yes	Yes		Yes	Yes		
% at Meets GL Standard or Above	65%	63%	56%	76%	100%	64%	75%	88%	60%	60%	29%	67%	72%	54%		
# at Meets GL Standard or Above	225	67	45	44	1	51	3	14	105	57	12	2	151	74		
Total Tests (Adjusted)	348	107	81	58	1	80	4	16	176	95	42	3	211	137		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	Yes	Yes	Yes	Yes		No			Yes	Yes	No		Yes	No		
% at Meets GL Standard or Above	54%	49%	46%	60%	100%	59%	75%	75%	47%	51%	21%	33%	60%	44%		
# at Meets GL Standard or Above	187	52	37	35	1	47	3	12	83	48	9	1	127	60		
Total Tests (Adjusted)	348	107	81	58	1	80	4	16	176	95	42	3	211	137		
Total Indicators															16	20
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes		Yes			Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	91%	92%	87%	92%	-	93%	100%	83%	91%	91%	86%	100%	92%	89%		
Growth Points	178.0	58.0	44.5	29.5	-	38.0	2.0	5.0	79.0	43.0	25.0	3.0	112.5	65.5		
Total Tests	196	63	51	32	-	41	2	6	87	47	29	3	122	74		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes	Yes	Yes	No		Yes			Yes	Yes	Yes		Yes	Yes		
Academic Growth Score	82%	83%	86%	70%	-	87%	100%	42%	80%	83%	66%	67%	79%	86%		
Growth Points	160.0	52.5	44.0	22.5	-	35.5	2.0	2.5	69.5	40.0	18.5	2.0	95.5	64.5		
Total Tests	196	63	51	32	-	41	2	6	87	48	28	3	121	75		

In May 2023, 74% of 3rd-5th grade students in the Asian sub-pop, scored Meets or above on ELAR STAAR in Academic Achievement.	Instructional Coaches and Administrators will monitor grade level data, including sub-pops, to review progress towards target measures.
In May 2023, 89% of 3rd-5th grade students in the Asian sub-pop, 33% of SPED students, and 82% of non-continuously enrolled students scored Meets or above on Math STAAR. In the White sub-pop, 60% of 3rd-5th grade students met Growth Status on 2023 Math STAAR.	Instructional Coaches will plan with the 3rd - 5th-grade level Math teams weekly. Guided Math and Number Talks is being implemented in all math classrooms, Kinder- 5th grade. Administration and Coaches will closely monitor grade level data , including sub-pops, to review progress towards the target measures.
8% of African American and 12% Hispanic students scored at the Masters level on the Science STAAR assessment.	An Instructional Coach will long-range plan with K-5 Science teachers weekly. Teachers in grades K-5 will conduct at least two labs per nine weeks.

School Culture and Climate

21% of the staff at Hutchison thinks that bullying is a problem, as reflected in the 2022-2023 Staff Campus Climate Survey.	The campus will train the staff on PBIS campus plan and participate in the district rollout of PBIS. Counselor will conduct monthly Character Counts lessons. Counselor will conduct small group lessons with identified students in need. No Place for Hate and Character Counts lessons will allow our population to embrace both the diversity and a sense of community in our school and differences amongst each other.
--	---

Staff Quality, Recruitment, and Retention

The total number of staff members at Hutchison is 63 .	Retain effective teachers and identify potential educators who would be a “good fit” within our structure.
Of the 5 new teachers that were hired, 2 teachers are new to teaching. (0 years experience)	Bi Monthly Hornet Leadership Academy meetings will be offered for teachers interested in leadership opportunities. New Teachers will also be assigned a campus mentor along with a district mentor to support instructional priorities.
All teachers are encouraged to receive their ESL certification to support our EB learners.	Personal invitations to staff and information from the Principal and the EB Coach will be sent to staff who need ESL certification.
All teachers are encouraged to receive their GT endorsement to support our gifted and talented students.	Personal invitations will be sent to staff and information from the Principal and GT Facilitator will be used to encourage GT certification.

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above

Identified Needs	Priorities Based on Identified Needs
------------------	--------------------------------------

Curriculum, Instruction, and Assessment

Utilize problem-solving strategies, and other researched-based practices, to increase the rigor of assignments and assessments.	Offer continued training and support during vertical team meetings, monthly professional development, and bimonthly PLC meetings.
Focus on accountability in stations and use of differentiated instruction based on current data	Offer continued training and support during vertical team meetings, monthly professional development, and bimonthly PLC meetings.
Continue creating common formative assessments during 9 weeks planning sessions.	Offer continued training and support during vertical team meetings, monthly professional development, and bimonthly PLC meetings.
Offer monthly data-driven professional development training for all teachers and staff.	The CORE team (coaches, administrators, and counselor) will define and identify the campus resources for tiered campus professional development. Continue to utilize MTSS manual for staff tiered professional development topics and sessions.

Community and Student Engagement

Our student population is rapidly growing, and we need to develop systematic methods for accommodating and communicating with parents and the community.	Increase parent involvement and PTA membership by 10% Develop alternate types of communication with parents and community (i.e. Canvas and social media)
---	---

School Organization

Conduct SBDM meetings, SST meetings, vertical team meetings, monthly faculty meetings, and professional development in efforts to monitor student growth and achievement.	Multiple opportunities to discuss and evaluate school business, procedures, instruction, and student achievement, with a narrowed focus on all student populations.
Conduct monthly Professional Learning Communities/Kid Watch meetings to discuss student performance (including IEP progress reports), assessment data, intervention plans, curriculum, and instruction.	Continue to utilize Hornet Time efficiently and effectively to review data pertinent to student needs and growth, and to differentiate instruction and learning experiences for each and every student (remediation, intervention, and enrichment).

Technology

Moving to online testing requires additional technology: desktop computers, monitor keyboards, and mouse for docking stations.	Ensure all classrooms have adequate technology for student use to include smart boards, classroom computers, laptops, ipads, and document cameras, etc.
---	--

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.

Summary of Identified Problems

After reviewing the data, our problem is the inconsistent academic growth across all subpopulations in various subject areas. To reach and teach all subpops effectively, our 3 Campus Initiatives include:

1. Differentiated Instruction including student accountability
2. Staff leadership development
3. Data-driven decision-making

The learning community of Irma Dru Hutchison Elementary will create a safe environment for all, identify students' strengths and weaknesses, and provide tiered professional development to staff members to address the needs of all students.

Site Based Decision Making Committee

Name	Position	Email	Role
Rachel Patterson	Principal	rachel.patterson@lcisd.org	Administrator
Shannon Simon	Assistant Principal	shannon.simon@lcisd.org	Administrator
Monica Farrell	Counselor	monica.farrell@lcisd.org	Non-classroom Professional
Stephanie Mickey	EB Coach	stephanie.mickey@lcisd.org	Non-classroom Professional
Geanavon Castille	SPED Teacher	geanavon.castille@lcisd.org	Classroom Teacher
Joanna Garcia	PreK	joanna.garcia@lcisd.org	Classroom Teacher
Jennifer Townsend	Kindergarten Teacher	jennifer.townsend@lcisd.org	Classroom Teacher
Tommie Tomchesson	1st Grade Teacher	Tommie.Tomchesson@lcisd.org	Classroom Teacher
Staci Fisher	2nd Grade Teacher	staci.fisher@lcisd.org	Classroom Teacher
Lara Zahn	3rd Grade Teacher	Lara.zahn@lcisd.org	Classroom Teacher
Cara Knight	4th Grade Teacher	cara.knight@lcisd.org	Classroom Teacher
Theresa Vo	5th Grade Teacher	theresa.vo@lcisd.org	Classroom Teacher
Carmen Wobo	ECSE Aide	carmen.wobo@lcisd.org	Paraprofessional
Larry Wilson	Business Representative	larry@theboudincompany.com	Business Representative
Eddie Cooper	Parent	coopad2@yahoo.com	Parent

Demographics

Demographics Summary

Irma Dru Hutchison Elementary School is one of 49 campuses in Lamar Consolidated Independent School District. Hutchison opened its doors in 2005 and serves predominantly middle-class families. Hutchison serves 554 students in grades Pre-Kindergarten to Fifth Grade. During the previous school year our PK and Kindergarten classrooms are self-contained and our 1st - 5th grade classrooms are departmentalized.

Demographics Strengths

The student population is 29% African American, 14% White, 25% Asian, 28% Hispanic, 53% male and 47% female with a low of socioeconomic status of 52%. The staff population is 28% African American, 54% Anglo, 7% Asian, 11% Hispanic, 7% male and 98% female with an average of 11.0 years of experience, 100% certified teachers and 100% Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 16.1%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.3%. The average daily attendance rate for staff is 94.7%. The total of number of discipline referrals this year is 281, which is an increase of 37% from last year.

Hutchison serves 116 Emergent Bilingual students, 48 students in the Gifted and Talented program, 12 students identified for 504 services, 44.8% of Tier II students, 45.8% of Tier III students, 85 students served through special education services (11.1%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): (DRAFT - will use STAAR data to provide details for statement.) **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Student Learning Summary

Early Childhood Literacy Campus Outcome Goal													
The percent of 3 rd grade students that score meets grade level or above on STAAR Reading will increase from 50% to 63% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
50%	53%	57%	60%	63%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	35%	45%	45%	**	65%	**	99%	25%	49%	**	38%	52%	47%
2021	38%	48%	48%	**	68%	**	99%	28%	52%	**	41%	55%	50%
2022	42%	52%	52%	**	72%	**	99%	32%	56%	**	45%	59%	54%
2023	45%	55%	55%	**	75%	**	99%	35%	59%	**	48%	62%	57%
2024	48%	58%	58%	**	78%	**	99%	38%	62%	**	51%	65%	60%

Student Learning Strengths

- During the PLC process, student data is discussed during "Kid Watch" that identifies students in need of tiered (MTSS) supports to help further grow each student.
- For grades 1-5, Hornet Time is used to further intervene/enrich students based on data and projections from the BOY MAP.
- Furthermore, within these Hornet Time groups, grouping structures are flexible enough to allow students to move in and out of groups that can provide intervention or enrichment based on evidence and data collected by Hornet Time teachers.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): (DRAFT - will use STAAR data to provide details for statement.) **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2: Not all subgroups showed measurable academic growth from the previous year. **Root Cause:** Because of the diverse population our school serves,

identifying the areas and factors for academic growth must be strategically and purposefully sought and remedied in a way that continually meets the needs of each student.

School Processes & Programs

School Processes & Programs Summary

Student Achievement

In 2023, 88% of 2nd grade students are reading on or above level, as assessed using the GRA, which was an increase 4% in 2022.	The Literacy Coach will plan with the 2nd grade ELA team weekly with a focus on differentiation.
---	---

Curriculum, Instruction, and Assessment

Continuation of Deep Practice as well as ensuring student engagement by use of chants and increased use of technology.	Offer continued training, practice and support during vertical team meetings, monthly professional development, and during weekly planning.
Continuation of the practice creating common formative assessments	Offer continued training, practice and support during vertical team meetings, monthly professional development, and during weekly planning.
Clear distinction of MTSS interventions and tiers for teachers and staff	The CORE team (coaches, administrators, and counselor) will define and identify the campus resources for each tier. Develop MTSS manual for teacher information of RTI systems.

Staff Quality, Recruitment, and Retention

The total number of staff members at Hutchison is 50.	Retain effective teachers and identify potential educators who would be a “good fit” within our structure.
Of the 5 new teachers that were hired, 2 teachers are new to teaching. (0 years experience)	Bi Monthly Hornet Leadership Academy meetings will be offered for teachers interested in leadership opportunities. New teachers will also be assigned a campus mentor along with a district mentor to support instructional priorities.
All teachers are encouraged to receive their ESL certification to support our EB learners.	Communication from the Principal and the EB Coach will be sent to staff who need ESL certification.
All teachers are encouraged to receive their GT endorsement to support our gifted and talented students.	Communication will be sent to staff and information from the Principal and GT Facilitator.

School Processes & Programs Strengths

- Teachers have flexible enough schedules that promote collegiality, teamwork, and discourse that has helped to grow their practice and provide the supports needed to encourage student growth.
- Overall, school processes such as MTSS and PBIS have placed a priority on data and evidence based practices that meet the needs of the whole child.
- Specials programs provide students with the opportunities to grow and be enriched in an atmosphere that develops skill outside of the traditional academic arena.
- Having proper personel such as instructional coaches, has given our teachers the proper support and guidance that continually helps to build teacher capacity while in turn

develop academic potential of all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continually finding ways to meet the needs of our teachers and staff through scheduling and resources is a challenging dynamic that must be reviewed, assessed, and modified on a continual basis. **Root Cause:** Meeting the needs of diverse learners requires the proper time and resources that a staff must have in order to ensure the success of each learner. As a result, the continually restructuring of time and resources makes it difficult to continually plan for this changing dynamic.

Perceptions

Perceptions Summary

Teachers and staff believe that student success stems from collaboration and high expectation setting. When everyone operates as a Professional Learning Community (PLC), students and staff believe in their own self-efficacy, everyone within the school community is accountable for results, and alignment of expectations and success become the norm.

As a school that places an emphasis on Positive Behavioral Interventions and Support (PBIS), students and staff learn together and connect through restorative practices, intentional social-emotional learning, and experiences that support a collaborative culture. At Hutchison, we believe that the development of the whole child is the responsibility of not only the school itself, but also all individuals that have a hand in developmentally supporting the student, this includes parents. Through volunteer opportunities, PTA, and literacy/math events, and special activities that encourage parental involvement, Hutchison has made parent engagement a priority.

Perceptions Strengths

- Parent volunteer opportunities include, helping with making copies, providing morning and afternoon dismissal support, and also opportunities to support students with our PBIS initiatives.
- Parent engagement nights such as Campfire Night provide students academic opportunities with their parents to engage in the learning and also build relationships with their teachers.
- Teachers build and cultivate strong relationships with their parents through weekly newsletters, Canvas, and educational apps that provide feedback and monitoring based on the needs of each student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement, at times, can be inconsistent. **Root Cause:** With such a diverse background of students, parents at times can be apprehensive about engaging in the school setting.

Priority Problem Statements

Problem Statement 1: (DRAFT - will use STAAR data to provide details for statement.)

Root Cause 1: A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 1 Areas: Demographics - 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Enrollment trends

Employee Data

- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data


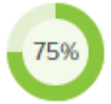

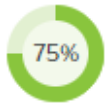
Goals







Revised/Approved: October 12, 2023

Goal 1: Goal 1: [ELAR] (1A) By May 2024, the percentage of grade students scoring at the Meets category will increase by 4 % from 64% to 68% on the ELAR STAAR.
 (1B) By May 2024, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase from 76% to 80%, as measured on the GRA Assessment.

Performance Objective 1: Hutchison Elementary will provide staff development to include district training and partnerships with the ELAR department to improve Tier 1 Instruction in the classroom.

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coordinate and execute high quality staff development in partnership with the district ELAR to target the needs of every learner to ensure all student groups meet the challenging state academic standards (to include all subpops: SPED, and EB)</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction</p> <p>Staff Responsible for Monitoring: District ELAR Personnel, Principal, Core Team, Select teacher trainers</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students will utilize technology to access grade level curriculum such as ipads for stations, and programs such as Raz Kids, I-Read, Reading Plus, Writable etc. to enhance the Tier 1 instructional program.</p> <p>Strategy's Expected Result/Impact: Improve student engagement and increase digital proficiency.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Teachers, CORE team</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$4,050</p>	Formative		
	Nov	Feb	June
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to staff Pre-Kindergarten teachers and Instructional Coach to provide Pre-Kindergarten classes to prepare students with early language acquisition skills and emerging literacy skills.</p> <p>Strategy's Expected Result/Impact: Providing early intervention to at-risk students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Funding Sources: PK paraprofessional salaries - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$62,324.09</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Goal 1: [ELAR] (1A) By May 2024, the percentage of grade students scoring at the Meets category will increase by 4 % from 64% to 68% on the ELAR STAAR.

(1B) By May 2024, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase from 76% to 80%, as measured on the GRA Assessment.

Performance Objective 2: Ensure that all K-5 ELAR students receive supports for intervention, remediation and enrichment. Student and teacher progress will be monitored in PLC.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, coaches, and administrators will meet with PLCs at least twice monthly to discuss student performance and determine intervention plans.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Principal, Assistant Principal, CORE team</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutor and provide intervention for at-risk students and MTSS students in Grades K-5 in Reading/Writing. Utilize a part time tutor for at-risk students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, CORE team</p> <p>Title I: 2.6</p> <p>Funding Sources: salaries, supplies - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$0</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: HB4545 students who were unsuccessful on the Reading STAAR will be provided extra hours of intervention.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and confidence in reading content</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Core Team</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Goal 1: [ELAR] (1A) By May 2024, the percentage of grade students scoring at the Meets category will increase by 4 % from 64% to 68% on the ELAR STAAR.
 (1B) By May 2024, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase from 76% to 80%, as measured on the GRA Assessment.





Performance Objective 3: By May 2023, Hutchison Elementary will improve inferencing skills in 3rd-5th Grade by 5% as evidenced on district assessments and state STAAR reports.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize ALP personnel to assist in training all staff on inferencing strategies for all students with specific expectations for classroom teachers. Staff Responsible for Monitoring: Principal, Instructional Coaches	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: At-risk students will use current and relevant fiction and nonfiction books to complete inquiry based projects. Staff Responsible for Monitoring: Librarian, Instructional Coaches Title I: 2.6 Funding Sources: books and supplies - 199 PIC 25 State Bilingual/ESL - \$1,626, - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$624	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: At-Risk students will utilize high yield engagement strategies and resources in all ELAR classrooms to enhance student interaction with text and improve student inferencing strategies. Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers Title I: 2.6 Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$915	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>			

Goal 2: Goal 2: [Math](2A) By May 2024, the percentage of students scoring at the Meets Scoring Category will increase by 5%, from 50% to 55%, on Math STAAR.

(2B) By May 2024, students in 1st-2nd grades at Hutchison Elementary scoring above the 61st percentile will increase by 5% as measured by the district End of Year Assessment NWEA-MAP.

Performance Objective 1: Hutchison Elementary will provide staff development to include professional development training and partnerships with the Math department to improve Tier 1 instruction in the Math classroom.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coordinate and execute high quality staff development (Guided Math, Number Talks, Fact Fluency) to target the needs of every learner in to ensure all student groups meet the challenging state academic standards to include SPED, EL, and ED.</p> <p>Staff Responsible for Monitoring: District Math Personnel, Administrators, Instructional Specialist, Math Coach</p> <p>Funding Sources: teacher conferences - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$1,000, Staff Development materials - 199 PIC 25 State Bilingual/ESL - \$915</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize PLCs (data teams) to track progress and evaluate established outcomes of math staff development to include teacher proficiency and all student growth.</p> <p>Staff Responsible for Monitoring: Principal, Core Team, Instructional Coaches, Teachers, District Math Personnel</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All students will utilize technology to access grade level curriculum such as Dream Box, STEMscopes Math, and various Math strategies to enhance the Tier 1 instructional program.</p> <p>Staff Responsible for Monitoring: Math Coach, Teachers, CORE team</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Goal 2: [Math](2A) By May 2024, the percentage of students scoring at the Meets Scoring Category will increase by 5%, from 50% to 55%, on Math STAAR.

(2B) By May 2024, students in 1st-2nd grades at Hutchison Elementary scoring above the 61st percentile will increase by 5% as measured by the district End of Year Assessment NWEA-MAP.

Performance Objective 2: Ensure that all K-5 Math students receive supports for intervention, remediation and enrichment. Student and teacher progress will be monitored in PLC.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet bi-weekly in PLCs to utilize data to track and identify at-risk students and provide instructional support in Guided Math and MTSS to all student groups to include SPED, White sub-pop, Asian sub-pop students and study TEKS to create common formative assessments.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and improve Tier 1 instruction while identifying students who need intervention or enrichment.</p> <p>Staff Responsible for Monitoring: Principal, CORE team, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use PLC data to target high yield strategies for use during deep practice that will result in student achievement in all student groups to include Emergent Bilingual and Increase Special Education and Non Continuously Enrolled Sub Pop Achievement growth by 2% to meet targeted improvement status.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and improve Tier 1 instruction while identifying students who need intervention or enrichment.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutor and provide intervention for at-risk students and MTSS students in grades 2nd-5th in math. Utilize a part time tutor for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement for Tier 3 students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, CORE team</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$2,250</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: HB1416 students who were unsuccessful on the Math STAAR will be provided extra hours of accelerated learning.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and confidence in math content</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Core Team</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify



Discontinue







Goal 3: [Science] (2A) By May 2024, the percentage of students scoring at the Meets Scoring Category will increase by 5%, from 30% to 35%, on the Science STAAR.







(2B) By May 2024, students in 1st-2nd grades at Hutchison Elementary scoring on or above grade level will increase by 5% as measured by the district End of Year Assessment, NWEA-MAP.

Performance Objective 1: Ensure that all 3rd grade - 5th grade Science students receive supports for intervention, remediation and enrichment. Student and teacher progress will be monitored in PLC.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Science intervention and enrichment included in Hornet Time or built into rotations.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet biweekly in PLCs to track student progress to create small groups.</p> <p>Strategy's Expected Result/Impact: Student growth and improve Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal, CORE, Science Teachers, District Science Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Science Instructional Coach - 211 Title I, Part A - \$39,462.50</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students who are at risk of not meeting the challenging state academic standards will use high yield strategies such as graphic organizers or other supplemental aids during Deep Practice to support high quality Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Student growth and improve Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Principal, Science Teachers, Academic Facilitator</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All 5th graders performing below grade level expectation based on District/State Assessments will receive intervention to increase science skills utilizing various technology resources in efforts to close achievement gaps.</p> <p>Strategy's Expected Result/Impact: Increase in the knowledge of science TEKS</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Science teachers</p>	Formative		
	Nov	Feb	June
			







Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Tutor and provide interventions for at-risk students and MTSS students in grade 5 in science. Utilize a part time tutor for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in science.</p> <p>Staff Responsible for Monitoring: Principal, Academic Facilitator, CORE team, and teachers</p> <p>Title I: 2.6</p>	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: [Science] (2A) By May 2024, the percentage of students scoring at the Meets Scoring Category will increase by 5%, from 30% to 35%, on the Science STAAR.

(2B) By May 2024, students in 1st-2nd grades at Hutchison Elementary scoring on or above grade level will increase by 5% as measured by the district End of Year Assessment, NWEA-MAP.

Performance Objective 2: Emphasize Hands On Learning and Scientific Inquiry

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will utilize the Science Lab 2 times per 9 weeks to provide hands-on investigations and scientific observations to increase their understanding of the scientific process and concepts for a well-rounded education.</p> <p>Strategy's Expected Result/Impact: Students will deepen their understanding of science concepts through hands on investigation.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, and Academic Facilitator</p> <p>Funding Sources: - 199 PIC 30 State SCE Title I-A, Schoolwide Activit - \$656, - 211 Title I, Part A - \$39,462.50</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide 2 events per year for all students that facilitate scientific observation that relate to grade level science TEKS for a well-rounded education.</p> <p>Strategy's Expected Result/Impact: Students will deepen their understanding of science concepts through real-life experiences.</p> <p>Staff Responsible for Monitoring: Principal, Team Leaders, Academic Facilitator</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will utilize Stemsscopes, Inquiry Illuminated, and non-fiction texts that align with grade-level science TEKS to integrate science throughout the curriculum, emphasizing student talk and hands-on learning to support all student groups for a well-rounded education.</p> <p>Strategy's Expected Result/Impact: Promote cross-curricular learning and inquiry based activities that promote writing and real- life application.</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Academic Facilitator</p> <p>Funding Sources: student science activities, supplies - 199 PIC 25 State Bilingual/ESL - \$500</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished







Continue/Modify



Discontinue





Goal 4: By May 2024, Hutchison Elementary will create a positive school environment by consistently communicating with parents about academic activities, strategies, events, and importance of attendance to increase overall rating on Campus Climate Survey by 10%.

Performance Objective 1: Hutchison Elementary will increase the approval rating of communication about district and campus related events and academics.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communicate district and campus events using multiple methods of communication, including the staff Weekly Buzz, the monthly Stinger, social media, the school website to increase parental/community engagement.</p> <p>Strategy's Expected Result/Impact: Parents will be knowledgeable about campus events and parental involvement opportunities and parental participation and engagement will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide academic resources and training to parents to support student learning outside of the classroom by hosting parent workshops to help them learn methods for supporting their students' education. Staff will provide modeling of instructional strategies via parent conference, Canvas, or weekly newsletters.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement and familiarity with campus and district opportunities. Increase parent confidence in supporting students and their overall involvement in educational setting while empowering parents to assist students with instructional activities.</p> <p>Staff Responsible for Monitoring: Administrator(s), Teachers, Instructional Coaches</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: - 199 PIC 25 State Bilingual/ESL - \$1,500</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2024, Hutchison Elementary will create a positive school environment by consistently communicating with parents about academic activities, strategies, events, and importance of attendance to increase overall rating on Campus Climate Survey by 10%.





Performance Objective 2: Communicate with parents the importance of student attendance to increase opportunities for academic success.

Strategy 1 Details	Formative Reviews		
Strategy 1: Attendance review committee will meet once per nine weeks to review attendance reports and send notices to parents.	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: PBIS committee will provide education and incentives to encourage continuous attendance.	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: By May 2024, Hutchison Elementary will create a positive school environment by consistently communicating with parents about academic activities, strategies, events, and importance of attendance to increase overall rating on Campus Climate Survey by 10%.

Performance Objective 3: Hutchison Elementary will increase professional development opportunities, direct lessons, and resources to promote an anti-bullying environment to improve the social-emotional well-being of students and staff and a safe, inclusive, and effective school climate.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will engage in Character Counts lesson guided by the school counselor. Lessons will be presented to class every 6-weeks.</p> <p>Strategy's Expected Result/Impact: Promote a culture of respect and to build citizenship and decrease student conflict/bullying.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and staff will implement and participate in 3 school-wide No Place For Hate anti-bias and anti-bullying activities per year to ensure a safe school environment.</p> <p>Strategy's Expected Result/Impact: Promote a respectful and inclusive environment for students and staff.</p> <p>Staff Responsible for Monitoring: Counselor, NPFH committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Hutchison Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for Hutchison Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bailey Taylor	Pre K Aide	1
Elizabeth Morton	Pre K Aide	1

Title I

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) at Irma Dru Hutchison Elementary School (HES) was developed by community and campus stakeholders. The CNA reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by our district. The CNA includes deliberate focus on achievement for special populations such as At-Risk, Special Education, Emergent Bilinguals, Economically Disadvantaged, and Gifted and Talented. The most date the CNA was reviewed, revised, and approved was October of 2023. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA is documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the the school year as new data becomes available and/or when the needs of students require campus-level action. The campus goal is to conduct at least 2 meetings during the 2023 fall semester, and at least 2 meetings during the 2024 spring semester.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

1. The Site Based Decision Making Committee (SBDMC) comprised of various stakeholder met to develop the SIP using current school data (assessments, financial, enrollment, and staffing)
2. The plan was created to meet the needs of the campus to build on the campuses strengths while addressing areas that require maintenance.

Name	Position	Role
Rachel Patterson	Principal	Administrator
Shannon Simon	Assistant Principal	Administrator/Title I Coordinator
Stephanie Mickey	EB Coach	Non-classroom Professional
Geanavon Castille	SPED Teacher	Classroom Teacher
Joanna Garcia	Pre-K Teacher	Classroom Teacher
Jennifer Townsend	Kindergarten Teacher	Classroom Teacher

Name	Position	Role
Tommie Tomchesson	1st Grade Teacher	Classroom Teacher
Staci Fisher	2nd Grade Teacher	Classroom Teacher
Lara Zahn	3rd Grade Teacher	Classroom Teacher
Cara Knight	4th Grade Teacher	Classroom Teacher
Joyce Reyes	5th Grade Teacher	Classroom Teacher
Sharon Lovelady	Librarian	Non-Classroom Professional
Samantha Delaguila	SLC Aide	Paraprofessional
Lauren Cursey		Parent
Larry Wilson		Business Representative

In order to the inform the community of the priorities of Hutchison Elementary, the CIP will be available to families in English Spanish, and Urdu on the campus website, school front office, and George Memorial Library. Parents will be notified of the location of the Campus Improvement Plan through the weekly campus newsletters and Skylert or Canvas messages.

2.2: Regular monitoring and revision

The creation of the Campus Improvement Plan (CIP) began on June 3, 2023 during the School Support Team (SST) meeting. Committee members continued to meet July 2023, to review pertinent data and create the document. The CIP will be reviewed in October 2023, December 2023, February 2024, and May 2024.

2.3: Available to parents and community in an understandable format and language

In order to the inform the community of the priorities of Hutchison Elementary, the CIP will be available to families in English Spanish, and Urdu on the campus website, school front office, and George Memorial Library. Parents will be notified of the location of the Campus Improvement Plan through the weekly campus newsletters and Skylert or Canvas messages.

2.4: Opportunities for all children to meet State standards

Teachers will track class data and all students will track their individual data. The data will include campus and district assessments, reading

goals, and academic goals for the 9 weeks.

Students will use Hornet Time to provide additional opportunities at enrichment or remediation based on data tracked every 3 weeks. In addition, students identified by administration or instructional coaches as "at risk" will be provided monitored tiers through MTSS to support and assess development as needed throughout each 9 week period.

2.5: Increased learning time and well-rounded education

Strategy 1:

Coordinate and execute high quality staff development to target the needs of every learner to ensure all student groups meet the challenging state academic standards to include all subpopulations including SPED, EB, At Risk, and GT.

Strategy Expected Result/Impact: Improve Tier 1 instruction and campus support.

Staff Responsible for Monitoring: Principal, Core Team, Literacy Coach

Title I Schoolwide Elements: 2.5

Strategy 2:

Utilize Faculty Meetings to provide follow up training monthly, based on campus formative/summarize data, and teacher input.

Strategy's Expected Result/Impact: Improve teacher efficacy

Staff Responsible for Monitoring: Principal, Core Team, Literacy Coach

Strategy 4:

Implement monthly Instructional rounds as part of Grade Level PLC's to enhance understanding and effectiveness of instructional strategies.

Strategy Expected Result/Impact: Increase student accountability and discourse.

Staff Responsible for Monitoring: Principal, Instructional Coaches

Strategy 6

All students will utilize technology to access grade level curriculum such as iPads for stations, and programs such as Raz Kids, DreamBox and Nearpod to enhance Tier I instructional and provide personalized monitoring and feedback.

Strategy's Expected Result/Impact: Improve student engagement, data tracking, and increase digital proficiency.

Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers

Funding Sources: technology supplies- 211 Title I, Part-A

Strategy 1:

Teachers, coaches, and administrators will meet with PLCs at least twice monthly.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Core Team, Teachers

Strategy 3:

Utilize Instructional Rounds to evaluate progress and identify instructional needs as a follow up to student accountability.

Staff Responsible for Monitoring: Assistant Principal, Core Team, Teachers

Strategy 4:

Utilize Faculty meetings to provide follow up training on every 2nd Wednesday of the month.

Staff Responsible for Monitoring: Principal, Core Team, Teacher Leaders

Funding Sources: Staff Training - 211 Title I, Part A

Strategy 5:

All students will utilize technology to access grade level curriculum and various content strategies that are aligned to the overall development of each student.

Staff Responsible for Monitorig: Literacy Coach, Math Coach, Science Coach

Funding Sources: Technology, supplies - 211 Title I, Part A

Strategy 3:

Staff will attend high quality conferences/professional development to educate teachers on best practices and strategies to increase student achievement and fill in learning gaps for all students.

Strategy's Expected Result/Impact: Inzcrase effectiveness of Tier I instruction and student achievement. Also increase teacher efficacy.

Staff Responsible for Monitoring: Principal, Instructional Coaches

Funding Sources: Staff training- 211 Title I, Part A

Strategy 4:

Teachers will utilize content specific resources that align with grade-level TEKS to integrate course content through the curriculum, emphasizing student discourse and hands-on learning to support and engage all students in learning.

Strategy's Expected Result/Impact: Promote cross-curricular learning and inquiry based activities promote writing and real-life application.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Teacgers

Funding Sources: Strident activities, supplies - 199 PIC 24 State Bilingual/ESL

Strategy 1:

Each grade level will focus on PBIS methods to highlight campus and student achievement.

Strategy's Expected Result/Impact: Students will celebrate success and diversity to promote unity.

Staff Responsible for Montioring: Assistant Principal, Core Team, Teachers

Funcing Sources: Supplies and incentives - 211 Title I, Part A

2.6: Address needs of all students, particularly at-risk

Goal 1:

Tutor at-risk students and MTSS Tier 3 students in grade K-5 in Reading/Writing utilizing a part-time tutor and or blended learning experiences for at-risk students.

Goal 1:

At-risk students will utilize current and relevant fiction and nonfiction books from the library to complete inquiry based projects.

Goal 1:

At-Risk students will utilize high yield engagement strategies and resources in all ELAR classrooms to enhance student interaction with text and improve student inferencing strategies.

Goal 2:

All students will utilize technology to access grade level, curriculum such as Dream Box, STEMscopes Math, and various Math strategies to enhance the Tier 1 instruction program.

Goal 2:

At-risk students will participate in tutoring to receive additional instruction for skills that need refinement.

Goal 3:

Tutor at-risk students and MTSS Tier 3 students in Grade 5 science utilizing a classroom tutor.

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shannon Simon	Assistant Principal	Title I	1.00

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Science Instructional Coach		\$39,462.50
3	2	1			\$39,462.50
Sub-Total					\$78,925.00
Budgeted Fund Source Amount					\$78,925.00
+/- Difference					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$4,050.00
1	1	3	PK paraprofessional salaries		\$62,324.09
1	2	2	salaries, supplies		\$0.00
1	3	2			\$624.00
2	1	1	teacher conferences		\$1,000.00
2	2	3			\$2,250.00
3	2	1			\$656.00
Sub-Total					\$70,904.09
Budgeted Fund Source Amount					\$70,904.09
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	books and supplies		\$1,626.00
1	3	3			\$915.00
2	1	1	Staff Development materials		\$915.00
3	2	3	student science activities, supplies		\$500.00
4	1	2			\$1,500.00
Sub-Total					\$5,456.00
Budgeted Fund Source Amount					\$5,456.00

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$0.00
				Grand Total Budgeted	\$155,285.09
				Grand Total Spent	\$155,285.09
				+/- Difference	\$0.00