

Campus Improvement Plan  
2018-2019

***Hubenak Elementary***



Submitted for Approval October 2018

# Comprehensive Needs Assessment

## Data Sources Reviewed

STAAR Campus Reports	
PEIMS Student Data	
Parent, Student, Staff Climate Survey	
School Report Card	
TELPAS Data	

## Identified Strengths

1. We are a fast-growing school with a student population of approximately 935 students. As our student population grows, so does the various ethnic groups, low socioeconomic group (21%), and Limited English Proficient group (19%), and Immigrant population (4.5%) and homeless (.38%).
2. Student population by subpopulation shows the majority of students as black/African Amer. 26%; Hispanic/Latino 25%; White 30%, Asian 14 %, and 2 or more races 4%.
3. Met Standard on the 2018 Accountability rating.
4. The LEP population increased
5. Received all 5 distinctions.

## Student Achievement

		<b>HUBENAK STAAR DATA</b>											
Grade	Students Tested on STAAR	Reading Approaches	Reading Meets	Reading Masters	Math Approaches	Math Meets	Math Masters	Writing Approaches	Writing Meets	Writing Masters	Science Approaches	Science Meets	Science Masters
<b>3<sup>rd</sup></b>	All Students- 130	97	65	45	98	73	48	-	-	-	-	-	-
	Eco Dis – 36	97	58	39	100	72	31	-	-	-	-	-	-
	Hispanic – 31	94	58	32	97	81	52	-	-	-	-	-	-
	Asian – 17	100	88	76	100	88	76	-	-	-	-	-	-
	Black – 38	97	61	39	97	63	37	-	-	-	-	-	-
	White – 33	97	70	52	100	73	49	-	-	-	-	-	-
	2 or more – 9	100	56	44	100	67	33	-	-	-	-	-	-
	LEP – 13	100	77	38	100	85	62	-	-	-	-	-	-
	Sped. - 7	86	57	43	100	71	14	-	-	-	-	-	-
	<b>4<sup>th</sup></b>	All Students- 111	96	72	43	96	85	57	80	57	19	-	-
Eco Dis – 25		96	64	20	96	88	68	68	44	8	-	-	-
Hispanic – 34		97	76	41	97	85	65	82	50	21	-	-	-
Asian – 13		100	92	85	100	100	77	92	85	62	-	-	-
Black – 30		97	67	33	97	80	53	77	60	7	-	-	-
White – 29		90	62	31	90	79	38	75	46	4	-	-	-
2 or more – 5		100	80	80	100	100	80	80	80	60	-	-	-
LEP – 10		100	60	10	90	70	50	70	20	0	-	-	-
Sped. - 11		82	45	27	82	45	27	45	18	9	-	-	-

5 <sup>th</sup>	All Students- 129	95	82	50	96	85	64	-	-	-	93	74	44
	Eco Dis – 41	90	68	37	93	76	54	-	-	-	83	56	34
	Hispanic – 35	94	77	43	94	80	57	-	-	-	94	71	32
	Asian – 21	95	95	62	100	95	86	-	-	-	91	77	59
	Black – 31	97	74	52	97	71	52	-	-	-	84	65	42
	White – 38	95	84	53	95	92	71	-	-	-	100	82	47
	2 or more – 3	100	100	0	100	100	67	-	-	-	100	67	67
	LEP – 7	57	29	0	100	57	29	-	-	-	57	29	29
	Sped. - 5	100	40	0	80	60	40	-	-	-	67	33	17

## Domain I: Writing

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Writing</b>															
Percent of Tests															
% at Approaches GL															
Standard or Above	81%	79%	82%	78%	-	92%	-	80%	75%	70%	82%	50%	-	81%	82%
% at Meets GL Standard															
or Above	58%	62%	50%	48%	-	85%	-	80%	50%	20%	46%	33%	-	63%	52%
% at Masters GL Standard															
	20%	7%	24%	4%	-	62%	-	60%	13%	0%	32%	17%	-	27%	11%
Number of Tests															
# at Approaches GL															
Standard or Above	88	23	28	21	-	12	-	4	18	7	23	6	-	52	36
# at Meets GL Standard or															
Above	63	18	17	13	-	11	-	4	12	2	13	4	-	40	23
# at Masters GL Standard															
	22	2	8	1	-	8	-	3	3	0	9	2	-	17	5
Total Tests															
	108	29	34	27	-	13	-	5	24	10	28	12	-	64	44



## School Climate and Culture

1. The culture and climate is positive. Teachers work hard and have quality adult interactions that contribute to our climate including data teams, reading, math, writing, and science vertical teams, an engagement committee, implementation of Ron Clark strategies, and on-going professional training.
2. 88% of staff surveyed on the District survey that they feel collaboration is encouraged amongst each other for student success. 83% surveyed say that they work together to ensure student success.
3. 99% of the staff surveyed in the District Survey reported a grade of an A or B for overall quality of the school. 88% reported an A.
4. 95% of the parents surveyed in the District Survey reported a grade of an A or B for overall quality of the school. 75% reported an A which is a 7% increase from the previous year.
5. Parents report 91% or greater “strongly agree or agree” on the Parent Survey that “my child is excited to go to school.”
6. Student safety is a top priority. The exterior doors are locked at all times except for the main entrance. EVERY visitor must present valid ID or their LCISD badge to be granted access. 96% of the parents’ and 97% of the students’ report “strongly agree or agree” on the Parent Survey that “my child is safe at school.”
7. 88% of parents and 97% of staff responded on the District Parent Survey that students are treated fairly regardless of their race, culture, religion, sexual orientation, gender or disabilities.
8. 86% of parents surveyed on the District Parent Survey answered that their child participates in extracurricular activities. Opportunities to be a part of several clubs throughout the year are dependent on their personal interests. These include: art club, Science Olympiad, choir, safety patrol, Broadcasting, Book to Movie clubs, and Battle of the Bluebonnets.
9. We utilized Capturing Kids Hearts, Fred Jones and No Place for Hate activities. 8% of the parents and 7% of the staff disagreed that Bullying is not a problem at school based on the District Parent Survey. 19% of the students felt that they were threatened or bullied at school.
10. Hubenak has been a No Place for Hate school since 2013-2014 school year.
11. The PTA is very involved in the campus. 97% of the parents responded that they feel welcome in their child’s school on the District Parent Survey.

## Staff Quality, Recruitment, and Retention

1. We continue to recruit highly qualified staff and increased the diversity of the staff.
2. Teachers receive on-going feedback about their teaching. They are provided feedback both formally and informally through walk-throughs and CORE team interactions. 98% of the staff responded they get useful feedback about their work on the District Staff Survey.
3. 95% of the staff responded on the District Staff Survey that they received relevant professional development that helped them to better meet the needs of students.
4. 98% of the teachers are ESL certified. This is an increase of 4% from last year.

## Curriculum, Instruction, and Assessment

1. The CORE team assists in writing the CSA's to ensure high quality assessments that assess the curriculum and are at the correct level of rigor. CSA's are scanned into Eduphoria so the campus can utilize the data to drive instruction.
2. We use Lead4Ward information as a framework for reviewing instruction and assessment.
3. 97% of staff surveyed on the District Staff survey responded either strongly agree or agree that "high learning standards have been set for all students; high expectations are set for all students at this school; and learning standards and expectations are clearly explained to students at this school."
4. The CORE team meets with grade level teams during planning to ensure that roadmaps and lesson plans are aligned with the objectives and are being implemented on a consistent basis.
5. The ESL Lead trained the teachers to write quality Language and Content objectives and they are posted daily for each subject area that is taught in all subject areas.
6. We Accelerated Language Program (ALP) provided professional development in writing, creating a language rich classroom, and utilizing the ELPS. 100% of the staff responded, "excellent or good" on the district survey for the "English language development for English Language Learners."
7. The staff continues to learn to unwrap the TEKS, use CLOSE reading, and do Deep Practice.
8. Utilize the training from Stephanie Harvey and Nancy Motely to increase engagement and student performance in reading, writing and TELPAS domains.

## Community and Student Engagement

1. Parental Participation is encouraged at our all school events such as Reading Night and Math/Science Night. 89% of the parents have attended one or more activities throughout the school year.
2. 95% of the parents “strongly agree or agree” that “they are provided with opportunities to be involved with school events at Hubenak.”
3. A strong PTA is in place which contributes positively to the campus climate and provides administration with informed feedback from parents.
4. The WATCH Dogs program is on the campus again this year. We continued the WATCH Dog program on the campus with an average of 2 days a week.
5. Each grade level participates in a service project that supports an organization or cause in the community.

## School Organization

1. Teachers are actively engaged in the school organizations through SBDM, grade level and vertical team meetings, and participating on the planning committee.
2. Teachers participate on committees throughout the year. The Care Committee supports staff that are ill or need additional support. 96% of the staff reported on the District Staff Survey that they feel supported by other teachers and the administrators.
3. Teachers play a critical role in the decision-making process of selecting, implementing, and monitoring academic assessments. Teachers utilize relevant, grade level appropriate, and content based assessments that accurately measure performance. 97% of the staff reported on the District Staff Survey that curriculum, instruction, and assessment is aligned to support student learning.
4. 92% of the staff reported either strongly agree or agree on the District Survey that the principal and assistant principal encourage teachers to be involved in making decisions for the school.
5. 96% of the staff reported either strongly agree or agree on the District Survey that the principal has confidence in their ability to do their job.
6. 100% of the staff reported on the District Survey that they know what the principal expects of them.

## Technology

1. We integrate technology into the everyday tasks of educating our students by utilizing interactive tools such as flipcharts, flipgrid, and iPad apps.
2. Students have access to computer programs to enhance learning at higher levels.
3. The librarian continued the use of a “maker space” in the library using spheroballs and other technology tools.
4. 94% of the staff reports either strongly agree or agree on the District Survey on “that support is provided to them with incorporating technology into learning practices”.
5. 94% of the parents responded, “strongly agree or agree” on the District Survey that their “child has access to computers at school for learning purposes.”
6. The technology teacher teaches all the Technology Application TEKS.
7. Canvas is being implemented into the classroom as the learning management system.

## Identified Needs

## Priorities Based off of Identified Needs

### Demographics

<p>1. Work to effectively meet the needs of our diverse student population including low socioeconomic, at-risk, special education, and LEP including immigrant students.</p>	<p>*Provide high quality instruction and extra time teaching using research and best practices for instruction and materials.</p>
<p>2. Closely monitor students who exit special programs to ensure that they are successful over time.</p>	<p>Provide additional monitoring through on-going review of data and Rtl.</p>
<p>2. Closely monitor our LEP students to ensure they make progress on TELPAS and STAAR.</p>	<p>*Utilize LEP funds to tutor and purchase additional research based instructional materials, and professional development.</p>
<p>3. Closely monitor our At-Risk students to ensure they progress on state and district assessments such as TPRI, DRA, beginning of the year assessments, and STAAR.</p>	<p>*Utilize at-risk funds to tutor and purchase additional research based instructional materials.</p>

### Student Achievement

<p>All Students:</p> <ul style="list-style-type: none"> <li>• Continue to reach the recommended level in all areas as a campus.</li> <li>• Increase the % of students at Masters</li> <li>• Increase the % of students approaching and mastering writing.</li> </ul> <p>Ethnicity:</p> <ul style="list-style-type: none"> <li>• Continue to meet recommended levels on STAAR in all reporting sub- populations.</li> <li>• Increase the % of students achieving Masters</li> </ul> <p>Economically Disadvantaged:</p> <ul style="list-style-type: none"> <li>• Meet recommended levels on STAAR in all reporting categories.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement consistent, researched based strategies at all grade levels to improve and strengthen the core instruction for each subject area.</li> <li>• Balanced literacy including the writers and readers workshop will be a focus.</li> <li>• Utilize research based writing training and train the campus on narrative and expository writing rubrics with the focus on expository.</li> <li>• *Utilize the resources and training of the ALP department to develop a language rich classroom with an emphasis on reading and writing.</li> <li>• *Increase support in TELPAS domains for ELL.</li> </ul>
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Special Program Groups:  
(Title I, Part A, ELLs, Migrant, GT, CTE, SpEd, etc.)

- Provide appropriate programming to each special program group and to increase the met standard % for each special group.
- Increase the % of approaches or above in reading, writing, and science for Special Ed.
- Increase the % mastering writing for ELL
- Increase % of students achieving Masters

At-Risk: provide appropriate programming to meet the needs of at- risk students. Increasing the met standard % for each subject and grade level test for this sub population to close the gap, especially in 4<sup>th</sup> grade writing for ELL students.

- Utilize resources for special education students to close the gap in all tested areas.
- Utilize training and instruction for reading including CLOSE reading and the structure of genres.
- Focus on reading and writing PK-2<sup>nd</sup> to ensure that students entering 3<sup>rd</sup> grade are on level and can meet the rigorous standards.
- Continue to utilize district coaches to ensure implementation of the TEKS & curriculum especially in reading and writing.
- \*Continue to develop academic vocabulary for all students' especially low socioeconomic, special education, ELL, and at-risk students.
- \*Develop a language rich classroom using Language and Content Objectives for all subjects and additional professional development such as Talk, Read, Talk, Write and Stephanie Harvey training.
- Continue the use of Thinking Maps school-wide including training, and implementation.
- Utilize Paths to Proficiency-a supplement to Thinking Maps, specific to ELL.
- \*Continue professional development utilizing best practices and strategies for students in special populations.
- Have additional staff attend the Ron Clark Academy. Utilize the engagement committee to implement the strategies in 3<sup>rd</sup>, and 4<sup>th</sup> grade and 5<sup>th</sup> grade.

## School Culture and Climate

<p>1. Continue focusing on the strategies and activities in Fred Jones, Ron Clark Academy, Character Counts, No Place for Hate, and Capturing Kids' Hearts such as using a social contract, and ensuring that all students have a sense of belonging.</p>	<ul style="list-style-type: none"> <li>• Continue to train new teachers on Fred Jones, Capturing Kids' Hearts and the campus expectations.</li> <li>• Implement ideas and strategies from Ron Clark Academy through the engagement committee.</li> <li>• Continue utilizing the "morning meeting" or "husky huddle."</li> <li>• Monitor the implementation of campus wide expectations such as Dog Bones, Husky Bucks, Husky for the Day, Top Dog, etc.</li> </ul>
<p>2. Teaching students, parents, and staff what bullying is and isn't to reduce the perception and number of incidents of bullying or students not treating each other with respect.</p>	<ul style="list-style-type: none"> <li>• Continue completing activities so we maintain our qualification as a No Place for Hate campus. Utilize Capturing Kids' Hearts and Character Counts 5.0, which has a built-in anti-bullying program.</li> </ul>
<p>3. Implementing Character Counts 5.0 with all stakeholders including: staff, students, parents, and the community.</p>	<ul style="list-style-type: none"> <li>• Counselor completing guidance lessons for every class once a month.</li> <li>• Staff implementing Character Counts 5.0 in their classrooms.</li> <li>• C4 (Character Counts Campus Champions) group supporting campus roll out.</li> <li>• Administration modeling Character Counts common vocabulary in the classrooms and during transition periods.</li> <li>• Character Counts newsletter sent out monthly to parents and community to increase character awareness.</li> </ul>

## Staff Quality, Recruitment, and Retention

<ol style="list-style-type: none"><li>1. Recruit HQ staff who replicates our student ethnicities.</li><li>2. Continue to increase the % of the staff that is ESL certified.</li><li>3. Provide support to new staff members in the area of professional development, and mentoring.</li><li>4. Utilize training from Ron Clark Academy.</li><li>5. Effectively implement T-TESS and the Student Learning Objective with all teachers.</li></ol>	<ul style="list-style-type: none"><li>• Continue to recruit HQ staff who replicates our student ethnicities without sacrificing work experience or the highest of qualifications in any specific area.</li><li>• *Hire staff to work with at-risk students.</li><li>• The (2) teachers not ESL certified are currently signed up to take the test.</li><li>• Provide professional development to new staff members in the core areas and provide mentors and buddy teachers to new staff members.</li><li>• Provide on-going mini sessions for new teachers to provide “in-time” support during the year.</li><li>• Provide coaching to teachers.</li><li>• Implement strategies from the Ron Clark.</li><li>• Utilize resources to implement T-TESS and SLO.</li></ul>
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*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*

## Identified Needs

## Priorities Based off of Identified Needs

### Curriculum, Instruction, and Assessment

<p>1. Utilize the CORE team to assist with the development of roadmaps, lesson planning, and CSA's by unwrapping the TEKS and using deep practice. The CORE team will assist in monitoring teaching and instruction.</p>	<ul style="list-style-type: none"> <li>• Continue the implementation of Data Teams, writing CSA's, and PLC's to monitor the consistent implementation of the campus "playbook".</li> <li>• *Weekly planning with the facilitators to provide on-going support during lesson planning and writing CSA's.</li> <li>• *Tutoring by the facilitators and part time tutors will provide additional support to at-risk students, special education students or students identified through Rtl.</li> <li>• *Purchase materials and supplies that are research based to improve the performance of at-risk students and close the achievement gap.</li> <li>• Attend and utilize Nancy Motley-Talk, Read, Talk, Write; Stephanie Harvey-comprehension toolkit.</li> </ul>
<p>2. Utilize data teams and PLC's to improve student work and performance.</p>	
<p>3. Focus on the continued implementation of balanced literacy with further emphasis on writer's workshop, the morning message, and using CLOSE reading.</p>	
<p>4. Utilize collaborative compositions and district ELL writing to monitor and improve student writing.</p>	
<p>5. Implement problem solving strategies in math in a uniform, consistent manner on the campus PK-5. 6. Training on supplemental resources.</p>	
<p>7. Monitor the planning and instruction for the special education students to ensure high quality learning at the correct level of rigor. 8. Monitor all students through the implementation of Kid Chats, and data team meetings.</p>	

## Community and Student Engagement

<p>1. Utilize a variety of technology tools to continue to involve parents.</p>	<ul style="list-style-type: none"> <li>• Expand the use of technology to communicate to parents and the Hubenak school community.</li> <li>• Use the on-line forms and communication tools in Skyward.</li> </ul>
<p>2. Continue the New Student orientation to help families new to Hubenak become involved and aware of campus expectations and procedures.</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for parents new to Hubenak to learn procedures and expectations and meet other families.</li> <li>• Provide a new parent packet for the parents when they enroll their child.</li> </ul>
<p>3. Provide a diverse set of opportunities to involve families and the community in the school setting including PTA, WATCH DOGS, and volunteering on the campus.</p>	<ul style="list-style-type: none"> <li>• Utilize WATCH Dogs 4 times a week.</li> <li>• Continue to create a sense of belonging among parents and students.</li> </ul>
<p>4. Implement a variety of techniques, strategies, and enrichment activities to engage students in high level learning.</p>	<ul style="list-style-type: none"> <li>• The engagement committee will implement strategies from the Ron Clark Academy in 3<sup>rd</sup> and 4<sup>th</sup> grade and with all the staff.</li> <li>• Encourage clubs and activities outside of the school day such as choir, art club, maker space, robotics, safety patrol, student council, and book clubs.</li> <li>• Highlight an engagement strategy at each staff meeting.</li> </ul>
<p>5. Provide the parents of ELL students parent engagement strategies such as working with their children in the areas of reading, writing, listening and speaking.</p>	<ul style="list-style-type: none"> <li>• Collaborate with the ALP department to provide a parent engagement workshop for our PK-2<sup>nd</sup> grade parents.</li> <li>• Meet with parents of recent immigrants to ensure a successful transition to school.</li> </ul>

## School Organization

<p>1. Continue to expand the leadership opportunities for teachers and staff and to involve them in the decision-making process.</p>	<ul style="list-style-type: none"> <li>• Continue to have a campus planning committee to create a master schedule and give in-put into decisions.</li> <li>• Train the CORE team and GLC's to use structures for running an effective meeting and developing consensus.</li> <li>• Implement leadership learning from the Holdsworth Campus Leadership.</li> </ul>
<p>2. Continue to utilize various methods to maintain clear communication and buy-in for the standards, goals, and expectations of the campus.</p>	<ul style="list-style-type: none"> <li>• Utilize various committees and communication structures.</li> <li>• Update the campus playbook.</li> </ul>
<p>3. Provide behavior support to teachers so that the safety and security of all students can be met and teachers can teach.</p>	<ul style="list-style-type: none"> <li>• Continue the behavior support team on the campus to provide on-going support to staff and students.</li> <li>• Continue to utilize resources such as the school support staff.</li> <li>• The counselor will provide support to students, and parents.</li> </ul>

## Technology

<p>1. Encourage and Utilize the INTERACT staff to implement technology integration across the campus.</p>	<ul style="list-style-type: none"> <li>• Continue to expose and provide our students with access to the most current technology available to continue to engage them in authentic learning processes.</li> <li>• Utilize the Digital Learning Coach and INTERACT teachers to provide on-going professional development.</li> </ul>
<p>2. *Increase the amount of small technology tools.</p>	<ul style="list-style-type: none"> <li>• *Utilize technology programs for all identified students including but not limited to at-risk and low socioeconomic students.</li> </ul>

<p>3. *Expand home to school technology so students can access learning 24-7.</p>	<ul style="list-style-type: none"> <li>• *Explore and implement technology tools and programs that provide students learning opportunities 24-7, such as RAZ Kids, STEMScopes, and Canvas Learning</li> <li>• *Utilize technology programs for all identified students including but not limited to at-risk and low socioeconomic students.</li> <li>• Students utilize 365 and ClassLink to access learning and collaborate</li> </ul>
<p>4. Utilize the library as a place to use technology for reading and special projects in a Maker Space.</p>	<ul style="list-style-type: none"> <li>• Continue to develop part of the library into a “maker space” to increase participation in the library and increase engagement in learning at high levels of rigor.</li> </ul>

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

## Improvement Plan Goals

Goal 1: Reading: By June 2019, Hubenak Elementary students achieving “masters” in grades 3-5 on the Reading STAAR test will be at or above 50% to be in Quartile 1 of the comparison report.
Goal 2: Math: By June 2019, Hubenak Elementary students achieving “masters” in grades 3-5 on the Math STAAR test will remain over 55% to stay in Quartile 1 on the comparison report.
Goal 3: Writing: By June 2019, Hubenak Elementary students achieving “masters” in grade 4 on the Writing STAAR test will increase from 20% to 25%, “meets” from 58% to 65%, and “approaches” from 81% to 90%.
Goal 4: Science: By June 2019, Hubenak Elementary students achieving “masters” in grade 5 on the Science STAAR test will remain at or above 45% to stay in Quartile 1 on the comparison report.
Goal 5: Highly Effective Personnel: By June 2019, 100% of the Hubenak Elementary staff will be highly qualified, 90% will meet the goals set on T-TESS, and retention of staff will remain at or above the current percentage.
Goal 6: Community and Safe Schools: By June 2019, staff and parent responses on the District Survey about bullying will reduce to 5% or less. Students responses will reduce to 15% or less on the District Survey.
Goal 7: Non-Performance Related Goals: By June 2019, 95% of the parents will respond “strongly agree or agree” that “they are provided with opportunities to be involved with school events at Hubenak.”
Goal 8: Non-Performance Related Goals: By June 2019, 80% of the students will achieve in the Healthy Fitness Zone on the fitness gram by participating in the coordinated health program.

## Goal #1

<b>Goal Statement:</b> Reading: By June 2019 Hubenak Elementary students achieving “masters” in grades 3-5 on the Reading STAAR test will earn 50% or higher to receive ranking Quartile 1 on the comparison report.	<b>CNA Area of Need:</b> Student Achievement: Increase the % of students achieving at Masters Level.				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	Reading Hisp-38% EcoDis-31% ELL-50% Sped-22%	Math Hisp-57% EcoDis-46% ELL-69% Sped-26%	Writing Hisp-24% EcoDis-13% ELL-32% Sped-17%	Science Hisp-33% EcoDis-36% ELL-50% Sped-17%	
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b> Reading: By June 2018 Hubenak Elementary special education students achieving “approaches” on the Reading STAAR test will increase from 61% to 65% or higher (18 students) to meet the 65% safeguard.					
<b>Title I Components Addressed by Goal (if applicable):</b>					
<b>Performance Objective #1:</b> Reading: Students in grades 3-5 will increase mastery of summarization and paraphrasing questions (Fig.19 E) on the STAAR Reading test as follows: 3rd grade- 84% 2018 to 90% 2019; 4th grade 82% 2018 to 88% 2019, and 5th grade- 89% 2018 to 92% 2019					

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Reading, science, and social studies teachers in grades 1-5 will teach a close reading lesson and utilize "close reading" strategies at least once a week for 20-30 minutes. Teachers will utilize a variety of literary texts and genres during reading instruction. Reading teachers	Instructional Facilitators, Principals, Techers	Weekly	Local Funds	Summative - F-95% of the lesson plans in grades 2-5 will reflect at least one close reading lesson a week in reading, science, and social studies. F-Students in grades 2-5 will master Fig. 19 (D, E, F) questions on common

will have a genre wall in the classroom.				formative assessments at 80%. S-Students in grade 3-5 will increase mastery of summarization and inference questions on STAAR Reading 70% 3rd grade, 71% 4th grade, 74% fifth grade.
Using balanced literacy, students will be provided daily opportunities of 10-15 minutes for deep practice of understanding and analyzing a variety of genres. Students will make inferences, summarize and paraphrase texts and make connections in STAAR formatted questions.	Teachers	Weekly	Local Funds	95% of weekly reading lesson plans will reflect daily 15 minutes of deep practice (use of STAAR formatted questions). Walkthrough data will reflect the use of daily deep practice during reading 95% of the time. S-90% of the students will master nine week reading assessments and STAAR Reading. 70% of the sped students will master the nine week assessments and the STAAR benchmark test.
Learning from various trainings will be shared and implemented in reading.	Teachers	1st nine weeks	Local Funds	S-Weekly lesson plans will reflect the use of strategies learned during the training. 3rd-5th grade students will increase mastery of Fig.19 (D, E, F) by 20% on the 2019 STAAR reading test.

Reading outside of school will be encouraged through various programs such as RAZ Kids, Battle of the Bluebonnets, and Author visits	Teachers, Principal, Assistant principal, Librarian	Each Nine Weeks	Local Funds, PTA	S-Student participation in reading programs will increase by 10%. F-Students receiving Masters on STAAR reading will remain over 50% with a 10% or greater increase in sped students.
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<b>Performance Objective #2:</b> The percentage of students reading above reading level based on the DRA will maintain the above reading level percentage from 2017-2018 to 2018-2019 as per LCISD's new DRA expectations as follows: kindergarten 54%; first grade 80% and second grade 45%.				
<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Teachers will unwrap the TEKS standards and identify the ELPS during lesson planning to develop lesson plans, roadmaps and assessments.	Principal, Reading Facilitator, Teachers	Every 9 weeks	No funds Needed	DRA Levels for K, 1st and 2nd will increase the % on or above grade level each 9 week with the 4th nine weeks being 90% or above.
Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, use of sentence stems, and vocabulary documented in the plans and posted in the classroom.	Principal, Lead ESL Facilitator and Reading Facilitator, Teachers	Every 9 weeks	No funds needed	DRA Levels for K, 1st and 2nd ESL students will increase the % on or above grade level each 9 week with the 4th nine weeks being 90% or above. Walkthrough data will show that 90% of the time the TEKS, LO and CO are posted and used.
Teachers will deliver reading curriculum through a balanced literacy approach including	Principal, Reading Facilitator, Teachers	Every 9 weeks	Local Funds	1st 9 weeks: 100% of teachers at full implementation based on walkthroughs

guided reading using a variety of literature and genres.				
The reading facilitator will be a resource for staff development and coaching utilizing research based strategies and approaches with an emphasis on balanced literacy.	Principal, Reading Facilitator	Monthly	Local Funds	DRA Levels for K, 1st and 2nd will increase the % on or above grade level each 9 week with the 4th nine weeks being 90% or above.
Using balanced literacy, students will be provided daily opportunities of at least 10 minutes for deep practice of understanding and analyzing a variety of genres. Students will make inferences, summarize and paraphrase texts and make connections. Teachers will implement strategies form Talk, Read, Talk Right and The Comprehension Toolkit	Instructional Facilitator, Principal, Teachers	Weekly	Local Funds	Summative - 95% of weekly reading lesson plans will reflect daily 10 minutes of deep practice (balanced literacy). Walkthrough data will reflect the use of daily deep practice during balanced literacy 95% of the time. S-90% of the students will master nine week reading assessments.
Technology programs will be utilized for reading instruction and practice including additional support for At-Risk and Special Populations.	Instructional Facilitator, Principal, Teachers	Weekly	Local Funds; State Comp Ed \$2000	DRA Levels for K, 1st and 2nd will increase the % on or above grade level each 9 week with the 4th nine weeks being 90% or above. Weekly reports will show that at least 90% of the students enrolled utilize the technology for the prescribed amount of time.
Regular review and discussion of data will be held to determine	Assistant Principal(s),	Monthly	State Comp Ed: \$3000	DRA Levels for K, 1st and 2nd will increase the

<p>interventions and additional support before, during, and after the school day for the students. Rtl will be utilized to document interventions and track progress of all students and student groups.</p>	<p>Counselor(s), Instructional Facilitator, Principals, Teachers</p>			<p>% on or above grade level each 9 week with the 4th nine weeks being 90% or above. Weekly reports will show that at least 90% of the students enrolled utilize the technology for the prescribed amount of time at least 3X per week.</p>
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**Performance Objective #3:** Students in grades 3-5 will increase mastery of inference questions (Fig.19 D) on the STAAR Reading test as follows: 3rd grade- 79% 2018 to 85% 2019; 4th grade 79% 2018 to 85% 2019, and 5th grade- 81% 2018 to 88% 2019.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Reading, science, and social studies teachers in grades 1-5 will teach a close reading lesson and utilize "close reading" strategies at least once a week for 20-30 minutes. Teachers will utilize a variety of literary texts and genres during reading instruction. Reading teachers will have a genre wall in the classroom. Teachers will implement strategies form Talk, Read, Talk Right and The Comprehension Toolkit.</p>	<p>Instructional Facilitators, Principals, Techers</p>	<p>Weekly</p>	<p>Local Funds</p>	<p>Summative - F-95% of the lesson plans in grades 2-5 will reflect at least one close reading lesson a week in reading, science, and social studies. F-Students in grades 2-5 will master Fig. 19 D questions on common formative assessments at 80%. S-Students in grade 3-5 will increase mastery of inference questions on STAAR Reading by 10%.</p>

<p>Regular review and discussion of data will be held to determine interventions and additional support before, during, and after the school day for the students. Rtl will be utilized to document interventions and track progress of all students and student groups.</p>	<p>Assistant Principal(s), Counselor(s), Instructional Facilitator, Principals, Teachers</p>	<p>Monthly</p>	<p>State Comp Ed- \$2,917</p>	<p>Formative - F-All students and student groups will master weekly reading assessments at 85% and Nine Week Assessments at 90%. S-All students and student groups in 3rd-5th grade will master the STAAR reading test at or above 90%.</p>
<p>Using balanced literacy, students will be provided daily opportunities of 10-15 minutes for deep practice of understanding and analyzing a variety of genres. Students will make inferences, summarize and paraphrase texts and make connections in STAAR formatted questions.</p>	<p>Teachers</p>	<p>Weekly</p>	<p>Local Funds</p>	<p>95% of weekly reading lesson plans will reflect daily 15 minutes of deep practice (use of STAAR formatted questions). Walkthrough data will reflect the use of daily deep practice during reading 95% of the time. S-90% of the students will master nine weeks reading assessments and STAAR Reading.</p>
<p>Teachers will receive training on close reading strategies during the first nine weeks. Teachers will use a variety of literary texts and genres during reading instruction. Close reading strategies will be used to increase understanding of complex texts.</p>	<p>Instructional Facilitators, Principals, Teachers</p>	<p>1st nine weeks</p>	<p>Local Funds to purchase Classroom Libraries</p>	<p>Summative - Weekly lesson plans will reflect the use of close reading strategies in all subjects 95% of the time. S-3rd-5th grade students will increase mastery of Fig. 19 F by 10% on the 2019 STAAR Reading test.</p>

Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, use of sentence stems, and vocabulary documented in the plans and posted in the classroom.	Principal, ALP Department, Lead ESL Facilitator and Reading Facilitator, Teachers	Every 9 weeks	No funds needed	3rd-5th grade students will increase mastery of Fig. 19 F by 10% on the 2019 STAAR Reading test. Walkthrough data will show that 90% of the time the TEKS, LO and CO are posted and utilized throughout the lesson.
Learning from various trainings will be shared and implemented in reading.	Teachers	1st nine weeks	Local Funds	S-Weekly lesson plans will reflect the use of strategies learned during the training. 3rd-5th grade students will increase mastery of Fig.19 F by 10% on the 2019 STAAR reading test.
<b>Performance Objective #4:</b> LEP students in 3rd-5th grade will increase mastery of STAAR reading as follows: 3rd grade 45% in 2018 to 60% or higher in 2019; 4th grade 44% in 2015 to 60% in 2019; and 5th grade 50% in 2018 to 60% or higher in 2019.				
<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
LEP students will be provided additional support as needed using supplementary materials, technology, and additional support during small group instruction.	Assistant principal, Instructional Facilitators, Lead ESL Facilitator, Vietnamese Teacher, Principal	Weekly	Title III Bilingual/ESL – \$991	Summative - F-LEP students will master nine week reading assessments at the same passing rate as "all students". LEP students will master the STAAR 2019 reading test at or above 60% for 3rd grade, 50 for 4 <sup>th</sup>

				grade, and 50% 5th grade.
Teachers will receive ongoing training from Stephanie Harvey to be able to support the LEP students.	ALP Department, Principal, Lead ESL Facilitator	1 time each semester	Title III Bilingual/ESL – \$11,400.	Summative - F-LEP students will master nine week reading assessments at the same passing rate as "all students". LEP students will master the STAAR 2019 reading test at or above 60% for 3rd grade, 50 for 4 <sup>th</sup> grade, and 50% 5th grade.
Sped students will be provided additional support as needed using supplementary materials, technology, and additional support during small group instruction. Teachers will receive training to be able to support the Sped students.	Assistant principal, Instructional Facilitators, Principal	Weekly	Local Funds Special Education Funds	Summative - F-SPED students will master nine week reading assessments at the same passing rate as "all students". Sped students will master the STAAR 2019 reading test at or above 65% for 4th grade and 70% for 3rd and 5th grade.
Teachers will implement strategies learned from Talk Read Talk Write, Stephanie Harvey, and other training targeting the LEP students in their weekly lessons to increase academic vocabulary,	Assistant principal, Instructional Facilitators, Vietnamese Teacher, Principal	weekly	Title III Bilingual/ESL: \$990	90% of the lesson plans will reflect use of the strategies learned. 90% of the LEP students will make one year growth as measured by TELPAS.

conversation, and reading and writing skills.				
Parental Engagement activities such as Family Fun Nights will help parents understand the academic rigor and skills needed to be successful in school. Sheltered strategies such as hands on, visuals, and vocabulary development will be utilized.	Facilitators, LEAD ESL, Vietnamese Teacher, Principal, Assistant Principal, Teachers	2 times a year	Local Funds	LEP students will master nine week reading assessments at the same passing rate as "all students". LEP students will master the STAAR 2019 reading test at or above 60% for 3rd grade, 50 for 4 <sup>th</sup> grade, and 50% 5th grade.

<b>Performance Objective #5:</b> Special Education students in 3rd-5th grade will increase mastery of STAAR reading as follows: students achieving “approaches” on the Reading STAAR test will increase from 81% to 85%. or more to continue to meet the 65% safeguard as measured by campus/district assessments, STAAR.				
<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Special Education students will be provided additional support as needed using supplementary materials, technology, and additional support during small group instruction. Teachers will receive training to be able to support the special education students.	Assistant principal, Instructional Facilitators, Principal	Weekly	Special Education Funds:	Summative - F-Sped students will master nine week reading assessments at the same passing rate as "all students". SPED students will master the STAAR 2019 reading test at or above 85% approaches.
Teachers will implement strategies learned in the	Assistant principal, Instructional	Weekly	No Funds Needed	90% of the lesson plans will reflect use of the strategies learned. 90%

classroom to support the special education students.	Facilitators, Principal			of the sped students will meet or exceed progress on STAAR.
All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that students are meeting the expected performance levels.	Special Education Staff, Principal, Assistant Principal	9 Weeks	No Funds Needed	Summative - F-Sped students will master nine week reading assessments at the same passing rate as "all students". SPED students will master the STAAR 2019 reading test at or above 85% approaches.
Special education teachers will collaborate with general education teachers to align curriculum, instruction, and assessments.	Principal, Teachers	September-May	Local and Special Education Funds	Summative - F-Lesson plans will include an emphasis on vocabulary development. F-Students will master weekly assessments at 85% with 10% achieving "masters". S-Students will master nine week assessments at 85% or greater with 10% achieving "masters." S-Students will increase mastery of the STAAR math test by 10% and increase "masters" by 10%.

<b>Goal Statement 2#: By June 2019, Hubenak Elementary students' achieving advanced academic performance in grades 3-5 on the Math STAAR test will increase 5%.</b>	<b>CNA Area of Need:</b> Student Achievement: Increase the % of students mastering at Masters				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	3 <sup>rd</sup> Grade 55%	4 <sup>th</sup> Grade 60%	5 <sup>th</sup> Grade 60%		
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>					
<b>Title I Components Addressed by Goal (if applicable):</b>					

**Performance Objective #1:** Grades 3-5 math will increase mastery of Readiness Standards 3.6A, 4.6D, and 5.5A accordingly: summarized as the classification of 2D figures based on attributes using formal geometric language , the presence of parallel or perpendicular lines or the presence or absence of angles of a specified size, and in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties accordingly. Grade 3 increase from 62% in 2018 to 70% in 2019, Grade 4 increase from 56% in 2018 to 64% in 2019, Grade 5 from 71% in 2018 to 80% in 2019

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Teachers will utilize Vocabulary Magic, real life connections, and graphic organizers to spiral understanding of 2D shapes and their attributes. A hands-on, spiraling math curriculum with an emphasis on daily deep practice (10-15 minutes) using math warm-up sheets, manipulatives, technology tools, and fact fluency through a guided math model will be used daily in K-5.	Instructional Facilitator, Principals, Teachers	Weekly	Title III Bilingual/ESL \$990	Summative - F- Students in K-5 will master weekly assessments at 80% or greater. F-Math Warm-up sheets will be used daily in 2nd-5th grade 95% of the time. S-Students will master Math nine week assessments in 1-5 at 90% or greater. S-Students in grades 3-5 will Approach GL at 90%,

				Meet GL at 80%, and Master GL at 65%.
Teachers will utilize CUBE and other problem-solving models to teach problem solving and critical thinking. A hands-on, spiraling math curriculum with an emphasis on daily deep practice (10-15 minutes) using math warm-up sheets, manipulatives, technology tools, and fact fluency through a guided math model will be used daily in K-5.	Instructional Facilitator, Principals, Teachers	weekly	Local Funds	Summative - F- Students in K-5 will master weekly assessments at 80% or greater. F-Math Warm-up sheets will be used daily in 2nd-5th grade 95% of the time. S-Students will master Math nine week assessments in 1-5 at 90% or greater. s-Students in grades 3-5 will master the STAAR math test at 90% or greater and Masters will increase by 10% for each grade level tested.
The academic facilitators will plan weekly with the math teachers at 3rd grade to unwrap the TEKS to develop rigorous lessons that include real world application of skills and processes. Focus will be placed on higher level questions, dual coded questions, and TEKS that were not previously taught in the grade level.	Instructional Facilitator, Principals, Teachers	Weekly	Local Funds	Summative - Lesson plans will reflect lessons that include application of skills and process 50% of the time. Walkthrough data will reflect that lessons are being implemented at the application level 50% of the time. S-Students will master nine weeks assessments at 90% or greater and achieve "masters" at 60% or greater. S-Students will master STAAR math at 90% or greater and achieve

				“masters” performance will increase by 5%.
50% of the questions on major assessments will be dual coded questions.	Instructional Facilitator, Principals, Teachers	Nine Weeks	Local Funds	Summative - Lesson plans will reflect lessons that include application of skills and process 50% of the time. Walkthrough data will reflect that lessons are being implemented at the application level 50% of the time. S-Students will master nine weeks assessments at 90% or greater and achieve “masters” performance at 60% or greater. S-Students will achieve approaches GL on STAAR math at 90% or greater and “masters” level will increase by 5%.
Regular review and discussion of data will be held to determine interventions and additional support before, during, and after the school day for the students. RtI will be utilized to document interventions and track progress of all students and student groups.	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principals, Teachers	Monthly	State Comp Ed: \$1538	Summative-Students receiving services will be at the same passing level as other students 80% of the time. S-Students receiving services will Approach GL on the 2019 STAAR math at the same passing rate as other students. 90% of the students receiving services will meet or exceed progress.

**Performance Objective #2:** The percentage of K-5 special education students meeting standard in math will increase by 5% or more to continue to meet the 65% safeguard as measured by campus/district assessments, STAAR.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
<p>Teachers will utilize materials and strategies so the students make progress on the objectives.</p>	<p>Principal, Teachers</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development and problem solving 6x a nine week F-Students will master weekly assessments at 80% with 10% achieving "masters". S-Students will master nine week assessments at 80% or greater with 10% achieving "masters," increase mastery of the STAAR math test by 10% and increase "masters" by 10%.</p>
<p>Special education teachers will collaborate with general education teachers to align curriculum, instruction, and assessments.</p>	<p>Principal, Teachers</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development and problem solving 6x a nine week. F-Students will master weekly assessments at</p>

				<p>80% with 10% achieving “masters”.</p> <p>S-Students will master nine week assessments at 80% or greater with 10% achieving “masters.”</p> <p>S-Students will increase approaches GL on the STAAR math test by 10% and increase “masters” by 10%.</p>
<p>Additional support and interventions will be provided to special education students that do not master assessments.</p>	<p>Principal, Teachers</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week.</p> <p>F-Students will master weekly assessments at 80% with 10% achieving “masters.”</p> <p>S-Students will master nine week assessments at 80% or greater with 10% achieving “masters.”</p> <p>S-Students will increase approaches GL on the STAAR math test at 90% and increase “masters” by 10%.</p>
<p>All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that students are</p>	<p>Special Education Staff, Principal, Assistant Principal</p>	<p>9 Weeks</p>	<p>No Funds Needed</p>	<p>F-Students will master weekly assessments at 80% with 10% achieving “masters”.</p>

meeting the expected performance levels.				S-Students will master nine week assessments at 80% or greater with 10% achieving “masters.” S-Students will increase approaches GL on the STAAR math test at 90% and increase “masters” by 10%.
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<b>Goal Statement 3#:</b> By June 2019 Hubenak Elementary students achieving “masters” in grade 4 on the Writing STAAR test will increase from “masters” 20% to 25%, “meets” from 58% to 65%, and “approaches” from 81% to 90%.	<b>CNA Area of Need:</b> Student Achievement: Increase the % of students mastering at the approaches, meets, and masters.				
<b>2019 Student Performance addressed by the Goal (if applicable):</b>	Approaches All-81 EcoDis-75 LEP-82 Sped-50	Meets All-58 EcoDis-50 LEP-46 Sped-33	Masters All-20 EcoDis-13 LEP-32 Sped-17		
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b> By June 2019 special education students achieving approaches will increase to meet the 65% safeguard.	Approaches All-81 EcoDis-75 LEP-82 Sped-50	Meets All-58 EcoDis-50 LEP-46 Sped-33	Masters All-20 EcoDis-13 LEP-32 Sped-17		

**Performance Objective #1:** Category 1: Expository compositions scoring a 6 or greater will increase from 22% in 2018 to 30% in 2019.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Staff will be trained in narrative and expository writing so the campus is using a common approach based on six traits writing.	Instructional Facilitators, ALP Instructional Coaches, Principal	1st nine weeks	Local Funds	Summative - F-90% of the students will master the district nine week writing tests at each level. 30% of the students will scores a 7 or 8 on the narrative and expository writing sample. S-90% of the students will achieve approaches on the STAAR writing test and 21% will achieve masters.
Writing tutorials will be held for students before, during or after school and will include LEP and special education students.	Instructional Facilitators, Principal	1st -4th nine weeks	State Comp Ed: \$2000	Summative - F-90% of the students will master the district nine week writing tests at each level. 30% of the students will scores a 7 or 8 on the expository writing sample. S-90% of the students will achieve approaches on the STAAR writing test and 21% will achieve masters.
Teachers will utilize additional supplemental writing materials to support the progress of the ELL students	ALP department, Lead ESL, Principal	1 <sup>st</sup> -4 <sup>th</sup> nine weeks	Title III Bilingual/ESL \$3,000	Summative - F-90% of the students will master the district nine week writing tests at each level. 30% of the students will scores a 7 or 8 on the expository writing sample. S-90% of the students will achieve

				approaches on the STAAR writing test and 21% will achieve masters.
A writing club will be held for students that need to make the jump from “meets” to “masters”	Instructional Facilitators, Principal	2 <sup>nd</sup> -4 <sup>th</sup> Nine Weeks	Local Funds	Summative - F-90% of the students will master the district nine week writing tests at each S-90% of the students will achieve approaches on the STAAR writing test and 21% will achieve masters. level. 30% of the students will scores a 7 or 8 on the expository writing sample. S-90% of the students will achieve approaches on the STAAR writing test and 30% will achieve masters.
Teachers will be trained in writing and scoring short answer responses (SAR) in all subject areas so that students are writing across the curriculum. The SAR will be implemented during the 2 <sup>nd</sup> nine weeks	Instructional Facilitators, Principal	1st Nine Weeks	Local Funds	Summative - F-90% of the students will master the district nine week writing tests at each S-90% of the students will achieve approaches on the STAAR writing test and 30% will achieve masters. level. 30% of the students will scores a 7 or 8 on the expository writing sample. S-90% of the students will achieve approaches on the STAAR writing test and

				21% will achieve masters.
The writing cohort team will implement, monitor, and evaluate writing instruction on the campus including collaborative compositions, ELL writing, balanced literacy, and writing academy/six traits implementation.	Instructional Facilitators, Principals	Monthly	No funds Needed	Summative - F-90% of the students will master the nine weeks writing tests at each level. F-30% of the students will score a 7, or 8 on the spiral writing. S-90% of the students will achieve approaches on the STAAR writing test and 30% will achieve masters.
<b>Performance Objective #2:</b> Editing (4.15) will increase from 76% 2018 to 82% 2019. Revising (4.15) will increase from 64% 2018 to 70% 2019.				

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
K- 5 Teachers will unwrap the TEKS when planning lessons to make sure that all parts of the TEK is being taught and to the application level. Lessons will include weekly spiral deep practice on revision and editing including self and peer editing. Journal writing, reader's response writing, and writing across all subject areas will be implemented in each grade level.	Instructional Facilitator, Principals, Teacher	Weekly	Local Funds	Summative - F-90% of the students will master the editing objectives on the nine week assessments. F-85% of the students will master the editing objectives on the benchmark assessment. S-90% of the students will achieve approaches on the STAAR writing test and 30% will achieve masters.

**Performance Objective #3:** ELL Students in grade 4 will increase mastery of revision (4.15) on the STAAR test from 44% 2018 to 60% 2019. Students will increase mastery of editing (4.15) on the STAAR test from 68% 2018 to 75% 2019.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Facilitators in collaboration with the teachers monitor the progress of the ELL students' writing using consistent implementation of sheltered instructional strategies to increase writing proficiency.	Lead ESL	Every 9 Weeks	Local Funds	<p>Summative-F-80% of the ELL students will master the revising and 80% editing objectives on the CSA's each nine week.</p> <p>F-60% of the ELL students will master the revising and 75% editing objectives on the benchmark assessment.</p> <p>S-60% of the students will master the revising and 75% editing objectives on the STAAR test.</p>
ELL students will be provided additional materials and support through in-school, before school or after school tutoring.	Facilitators, Teachers, Assistant Principal	Weekly	Title III Bilingual/ESL \$991	<p>Summative-F-80% of the ELL students will master the revising and 80% editing objectives on the CSA's each nine week.</p> <p>F-60% of the ELL students will master the</p>

				<p>revising and 75% editing objectives on the benchmark assessment.</p> <p>S-60% of the students will master the revising and 75% editing objectives on the STAAR test.</p>
<p>Supplemental writing resources for ELL students will be provided in order to be able to develop the writing proficiency.</p>	<p>Lead ESL, Principal</p>	<p>Each Nine Weeks</p>	<p>Title III Bilingual/ESL \$991</p>	<p>Summative-F-80% of the ELL students will master the revising and 80% editing objectives on the CSA's each nine week.</p> <p>F-60% of the ELL students will master the revising and 75% editing objectives on the benchmark assessment.</p> <p>S-60% of the students will master the revising and 75% editing objectives on the STAAR test.</p>

**Performance Objective #4:** The percentage of K-5 special education students meeting standard in writing will increase by 5% or more to meet the 65% safeguard as measured by campus/district assessments, and STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Teachers will utilize materials and strategies so the students make progress on the objectives.</p>	<p>Principal, Teachers, Special Education Support Staff</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week.  F-Students will master weekly assessments at 80% with 5% meets.  S-Students will master nine week assessments at 80% or greater with 5% meets.  S-Students will increase mastery of the STAAR writing test by 10% and meets 5%.</p>
<p>Special education teachers will collaborate with general education teachers to align curriculum, instruction, and assessments.</p>	<p>Principal, Teachers, Special Education Support Staff</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week.  F-Students will master weekly assessments at 80% with 5% meets.  S-Students will master nine week assessments at 80% or greater with 5% meets.  S-Students will increase mastery of the STAAR</p>

				writing test by 10% and meets 5%.
Additional support and interventions will be provided to special education students that do not master assessments.	Principal, Teachers	September-May	Local and Special Education Funds	Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week. F-Students will master weekly assessments at 80% with 5% meets. S-Students will master nine week assessments at 80% or greater with 5% meets. S-Students will increase mastery of the STAAR writing test by 10% and meets 5%.
All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that students are meeting the expected performance levels.	Special Education Staff, Principal, Assistant Principal	9 Weeks	No Funds Needed	F-Students will master weekly assessments at 80% with 5% meets. S-Students will master nine week assessments at 80% or greater with 5% meets. S-Students will increase mastery of the STAAR writing test by 10% and meets 5%.

<b>Goal Statement 4#:</b> By June 2019 Hubenak Elementary students achieving “masters” in grade 5 on the Science STAAR test will increase or be over 45% to stay in Quartile 1 on the comparison report.	<b>CNA Area of Need:</b> Student Achievement: Increase the % of students achieving “masters.”				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	All- 44%	LEP-50%	Sped-17%	Econ Dis-36%	
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b> The percentage of K-5 special education students achieving approaches in science will increase by 5% or more to achieve 65% or more as measured by campus/district assessments, STAAR.	All-93%	LEP-89%	Sped-67%	EcoDisc-86%	
<b>Performance Objective # 1:</b> Science: By June 2019 Hubenak Elementary students achieving mastery in grade 5 on the Science STAAR test will increase 5% for all students and each sub population.					

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The facilitators and science teachers will unwrap the TEKS and plan lessons so that 50% of	Instructional Facilitator,	Weekly	No Funds Needed	Summative - F-50% of the lesson plans for the week will include both

<p>the time the lesson includes both the process and either readiness or supporting standards at the application level. 5.2A describe, plan, and implement simple experimental investigations testing one variable, 5.2 (G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information and 5.3C draw or develop a model that represents how something works or looks that cannot be seen will be implemented weekly.</p>	<p>Principals, Teachers</p>			<p>process and either readiness or supporting standards. F-50% of weekly assessments will include dual coded questions with emphasis on 5.2D and 5.3C. F-Students will master dual coded questions on weekly assessments at 85% or higher. S-95% will achieve approaches on the STAAR science test and masters will increase by 5%.</p>
<p>Students will be exposed STEM activities and opportunities through the Maker Space, Technology Club, Robotics, Maker Space, and Science Olympiad.</p>	<p>Instructional Facilitator, Principals, Teachers</p>	<p>Monthly</p>	<p>Local Funds PTA</p>	<p>Summative-F-Students will master dual coded questions on weekly assessments at 8% or higher. F-90% of the students that participate in the STEM activities will exceed progress on the District Curriculum Checkpoints. S-95% of the students that participate in the STEM activities will score Meets on the STAAR science test and 50% will achieve masters.</p>
<p>We will provide opportunities for students in each grade level to</p>	<p>Instructional Facilitator,</p>	<p>Nine Weeks</p>	<p>Local Funds Needed</p>	<p>Summative-F-Students will master dual coded</p>

<p>complete experiments: Teachers will provide students the opportunity to conduct experiments in the science lab. K-1<sup>st</sup> grade 2 times a 9-week period, 2<sup>nd</sup>-3<sup>rd</sup> grade 3 times a 9-week period, and 4<sup>th</sup> and 5<sup>th</sup> grade 4 or more times during a 9-week period. Students will demonstrate safe practices during the lab, plan and implement experimental investigations through hands on science, collect and analyze information using tools, and draw or develop a model.</p>	<p>Principals, Teachers</p>			<p>questions on weekly assessments at 8% or higher. F-90% of the students that participate in the STEM activities will exceed progress on the District Curriculum Checkpoints. S-95% of the students that participate in the STEM activities will score Masters Level on the STAAR science test.</p>
<p>Teachers in grades K- 5 will have an academic vocabulary word wall for science words based on the vocabulary in the TEKS and Lead4ward roadmaps.</p>	<p>Instructional Facilitator, Principals, Teachers</p>	<p>Weekly</p>	<p>No Funds Needed</p>	<p>Summative-F-Students will master dual coded questions on weekly assessments at 8% or higher. F-90% of the students that participate in the STEM activities will exceed progress on the District Curriculum Checkpoints. S-95% of the students that participate in the STEM activities will score Masters Level on the STAAR science test</p>
<p>Teachers in grades 4<sup>th</sup> -5<sup>th</sup> grade will utilize the vocabulary magic cards</p>	<p>Instructional Facilitator, Principals, Teachers</p>	<p>Weekly</p>	<p>No Funds Needed</p>	<p>Summative-F-Students will master dual coded questions on weekly</p>

				<p>assessments at 8% or higher.</p> <p>F-90% of the students that participate in the STEM activities will exceed progress on the District Curriculum Checkpoints.</p> <p>S-95% of the students that participate in the STEM activities will score Masters Level on the STAAR science test</p>
<p><b>Performance Objective # 2:</b> Draw or develop a model that represents how something that cannot be seen such as the Sun, Earth, and Moon system and formation of sedimentary rock works or looks.</p>				

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
<p>Teachers will unwrap the TEKS and determine deep practice that spirals throughout the year to increase mastery. A focus on close reading strategies and vocabulary associated with the TEKS will be implemented to increase success on complex questions.</p>	<p>Instructional Facilitators, Principals, Teachers</p>	<p>Each nine Weeks</p>	<p>Local Funds</p>	<p>Summative - F-Lesson plans will include spiral learning on energy with an emphasis on vocabulary development 6x a nine week.</p> <p>F-Students will master weekly assessments on energy at 80% with 30% scoring at Masters standards.</p> <p>S-Students will master nine week assessments on energy at 80% or greater with 30% scoring at Masters standards.</p>

				S-Students will achieve approaches on the STAAR science test at 95% with a 10% increase in Masters.
Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. Rtl will be utilized to document interventions and track progress of all students and student groups.	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principals, Teachers	Monthly	State Comp Ed: \$815	Summative-Students receiving services will be at the same passing level as other students 80% of the time. S-Students receiving services will master the 2019 STAAR science at the same passing rate as other students. 90% of the students receiving services will meet or exceed progress.

**Performance Objective # 3:** Design an experiment that tests the effects of force on an object 5.6 (D) from 56% to 75%.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Teachers will unwrap the TEKS and determine deep practice that spirals throughout the year to increase mastery. A focus on close reading strategies and vocabulary associated with the TEKS will be implemented to	Instructional Facilitators, Principals, Teachers	Each nine Weeks	Local Funds	Summative - F-Lesson plans will include spiral learning on changes to the earth's surface with an emphasis on vocabulary development 6x a nine week. F-Students will master

increase success on complex questions.				<p>weekly assessments on changes to the earth's surface at 90% with 30% scoring at Masters standards.</p> <p>S-Students will achieve approaches on nine week assessments at 90% or greater with 30% scoring at Masters standards.</p> <p>S-Students will master the STAAR science test at 95% and increase Masters by 10%.</p>
Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. Rtl will be utilized to document interventions and track progress of all students and student groups.	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principals, Teachers	Monthly	State Comp Ed:	Summative-Students receiving services will be at the same passing level as other students 80% of the time. S-Students receiving services will master the 2019 STAAR science at the same passing rate as other students.

**Performance Objective #4:** The percentage of K-5 special education students achieving approaches in science will increase by 5% or more to achieve 65% or more as measured by campus/district assessments, STAAR

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
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<p>Teachers will utilize materials and strategies so the students make progress on the objectives.</p>	<p>Principal, Teachers</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week. F-Students will master weekly assessments at 80% with 10% achieving Masters. S-Students will master nine week assessments at 80% or greater with 10% achieving masters. S-Students will increase approaches by 10% on the STAAR science test.</p>
<p>Special education teachers will collaborate with general education teachers to align curriculum, instruction, and assessments.</p>	<p>Principal, Teachers</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week. F-Students will master weekly assessments at 80% with 10% achieving Masters. S-Students will master nine week assessments at 80% or greater with 10% achieving masters. S-Students will increase approaches by 10% on the STAAR science test.</p>
<p>Additional support and interventions will be provided to special education students that do not master assessments. This includes special education</p>	<p>Principal, Teachers</p>	<p>September-May</p>	<p>Local and Special Education Funds</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week.</p>

<p>students accessing morning tutorials with the facilitators.</p>				<p>F-Students will master weekly assessments at 80% with 10% achieving Masters. S-Students will master nine week assessments at 80% or greater with 10% achieving masters. S-Students will increase approaches by 10% on the STAAR science test</p>
<p>All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that students are meeting the expected performance levels.</p>	<p>Special Education Staff, Principal, Assistant Principal</p>	<p>9 Weeks</p>	<p>No Funds Needed</p>	<p>Summative - F-Lesson plans will include an emphasis on vocabulary development 6x a nine week. F-Students will master weekly assessments at 80% with 10% achieving Masters. S-Students will master nine week assessments at 80% or greater with 10% achieving masters. S-Students will increase approaches by 10% on the STAAR science test</p>

## Goal 5

<p><b>Goal Statement:</b> By June 2018 Utilizing hiring techniques and procedures so that 100% of the Hubenak Elementary staff will be highly qualified, 90% will meet the goals set on T-TESS, and retention of staff will remain at or above the current percentage.</p>	<p><b>CNA Area of Need:</b> Staff quality, recruitment, and retention.</p>
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<b>2018 Student Performance addressed by the Goal (if applicable):</b>					
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>					
<b>Title I Components Addressed by Goal (if applicable):</b>					

**Performance Objective 1:** 100% of new staff hired will be ESL certified. Staff not ESL certified will receive their ESL certification so that 100% of the homeroom staff is ESL certified by April 2019.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Inform teachers about the process for getting ESL certified, the ESL study sessions, and follow up with them to make sure that they apply for the certification once they pass the test.	Assistant Principal	Each Semester	None Needed	100% of the teachers will be ESL certified.

**Performance Objective 2:** 90% of the teachers will meet their goals set in T-TESS.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Effectively utilize the T-TESS process through effective goal setting and professional development.	Principal, Assistant Principal	1st nine weeks	Local Funds	F-90% of the teachers will actively reflect on their goals and attend the staff development indicated.

				S-90% of the teachers will meet their goals set on T-TESS.
Provide on-going feedback on observations so that teachers meet proficient on T-TESS.	Principal, Assistant Principal	Weekly	No Funds Needed	F-Staff response on the District Survey that administrators provide useful feedback about my work will remain at 90% or higher for 2018. S-90% of the teachers will be proficient in the 90% of the descriptors on T-TESS.

**Performance Objective 3:** Campus will maintain or increase staff retention rate for 2019.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Effectively utilize the T-TESS process through effective goal setting and professional development.	Principal, Assistant Principal	1st nine weeks	Local Funds	F-90% of the teachers will actively reflect on their goals and attend the staff development indicated.  S-90% of the teachers will meet their goals set on T-TESS.
Provide on-going feedback on observations so that teachers meet proficient on T-TESS.	Principal, Assistant Principal	Weekly	No Funds Needed	F-Staff response on the District Survey that administrators provide useful feedback about my

				work will remain at or above 90%.  S-90% of the teachers will be proficient in the 90% of the descriptors on T-TESS.
Utilize strategies learned at the Ron Clark Academy and Capturing Kids' Hearts through the creation of the engagement committee.	Principal, Assistant Principal, Teachers	Monthly	Local Funds	Responses related to faculty relations and support will increase so all responses are 90% or higher on the District Staff Survey.

**Performance Objective 4:** Continue to hire HQ teachers, paraprofessionals and supplemental staff to help identified at-risk students.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Utilize hiring techniques to hire HQ teachers, paraprofessionals, and supplemental staff to help identified at-risk students.	Principal, Assistant Principal	Aug-June	SCE FTE allotment 4.75 \$188,529	S-At-risk students will perform within 10% of the "all student" met standard passing rate on TPRI, DRA, STAAR, Curriculum Checkpoints, and Common Assessments

**Goal 6:**

<b>Goal Statement 6#:</b> Community and Safe Schools: Staff and Parent responses on the District Survey about bullying will reduce to 5% or less. Students responses will reduce to 15% or less on the District Survey.	<b>CNA Area of Need:</b> 7% of the staff, 8% of parents agree that bullying is a problem at the school based on the District Survey. 19% of the 5 <sup>th</sup> grade students reported on the District Survey that they had been threatened or bullied at the school.
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<b>2018 Student Performance addressed by the Goal (if applicable): District Survey</b>	Staff 7% of the staff agree that students have been threatened or bullied.	Parent 8% of parents agree that students have been bullied.	Student 19% of the students agree they have been bullied or threatened.		
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>					

<b>Performance Objective 1:</b> In 2019, staff and parents' responses that students are bullied at school will both remain at 10% or less and 15% or less for students.				
<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Utilize No Place for Hate activities and communicate to the parents the purpose and outcome of the activities.	Counselor, Teachers, Principal	4 times a year	Local Funds PTA Funds	Parent and staff responses will decrease by 3% or greater on the 2019 District Survey about bullying.
Communicate information from various programs such as No Place for Hate, Capturing Kids' Hearts, Character Counts 5.0 and other programs.	Counselor, Principal, Teacher	4 Times a year	Local Funds	Parent and staff responses will decrease by 3% or greater on the 2019 District Survey about bullying.
Continue implementation of Husky Huddle or morning meeting.	Counselor, Principal, Teacher	Daily		Parent and staff responses will decrease by 3% or greater on the

				2019 District Survey about bullying.
Implement Character Counts 5.0 school wide	Counselor, Principal, Teacher	Monthly	Local and District Funds	Parent and staff responses will decrease by 3% or greater on the 2019 District Survey about bullying.

<b>Performance Objective 2:</b> Student responses that they are bullied or threatened at school will decrease from 19% in 2018 to 15% or less in 2019.				
Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Utilize No Place for Hate activities to teach the students the importance of getting along with everyone.	Counselor, Principal, Teachers	4 times a year	Local Funds PTA Funds	Student response on the District Survey about being threatened or bullied will reduce from 19% to 15% or less.
Teach counseling lessons about bullying.	Counselor, Principal	1 time first semester, then as needed	No funds needed	Student response on the District Survey about being threatened or bullied will reduce from 19% to 15% or less.
Utilize Capturing Kids' Hearts, Strategies from the Ron Clark Academy, and Fred Jones. Implement the morning meeting or Husky Huddle.	Teachers, Principal, Counselor	Weekly	Local Funds	Students' responses on the District Survey that bullying is not tolerated by students will increase from 41% strongly agree or agree in 2018 to 50% strongly agree or agree in 2019.

Student Council will collaborate with the counselor on the No Place for Hate Activities.	Teachers, Counselor, Principal	4 times a year	Local Funds	Students' responses on the District Survey that bullying is not tolerated by students will increase from 41% strongly agree or agree in 2018 to 50% strongly agree or agree in 2019.
Implement Character Counts 5.0 school wide	Counselor, Principal, Teacher	Monthly	Local and District Funds	Students' responses on the District Survey that bullying is not tolerated by students will increase from 41% strongly agree or agree in 2018 to 50% strongly agree or agree in 2019.

**Goal 7: Non-performance Related Goals**

<p><b>Goal Statement 7#: Parent Involvement:</b> By June 2019, 95% of the parents will respond “strongly agree or agree” that “they are provided with opportunities to be involved with school events at Hubenak.”</p>	<p><b>CNN Area of Need:</b></p>
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**Performance Objective 1:** Parents will respond at or above 95% on the district survey “strongly agree or agree” that “they are provided with opportunities to be involved with school events at Hubenak.”

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Parental involvement sessions will be held 2 times a semester.	Counselor, Principal, Teachers	2 times each semester	Local Funds PTA Funds	At least 50% of the parents will attend each of the parental involvement sessions held.
Teachers will utilize various forms of communication to inform parents about activities and events at the campus including parental involvement.	Counselor, Principal	Weekly	No funds needed	Response on the District Survey will increase by 5% on “I am kept informed about activities such as tutoring or after school programs student performances, parent workshops and other events.”

<p><b>Goal Statement87#:</b> By June 2019, 80% of the students will achieve in the Healthy Fitness Zone on the fitness gram by participating in the coordinated health program.</p>	<p><b>CNN Area of Need:</b></p>
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<b>Performance Objective 1:</b>				
Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation

<p>The physical education teacher will implement the Fitness Gram activities in the lessons throughout the year so the students are prepared when the assessment is administered.</p>	<p>Physical Education Teachers</p>	<p>Yearly</p>	<p>Local Funds PTA Funds</p>	<p>80% of the students assessed on the Fitness Gram will score in the Healthy Fitness Zone.</p>
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## Financial Summary

<b>Funding Source</b>	<b>Total Amount</b>
State Comp Ed: tutoring	<b>\$6,102</b>
State Comp. Ed: materials, technology, supplies	<b>\$5,085</b>
Bilingual/ESL: Materials, supplies, training	<b>\$4,952</b>
Additional Title III Immigrant Funds	

## SBDMC Members

<b>Name</b>	<b>Position</b>
Ann McComb	Teacher
Gena Evans	Teacher
Stephanie Lybarger	Teacher
Carmen Chavero	Teacher
Holly Gesink	Teacher
Niccole Bigelow-Moore	Teacher
Katie Montgomery	Teacher
Kim Boonstra	Teacher
Sheri Lopez	Teacher
Diane Parks	Principal
Ernie Bainbridge	Administrator
Kevin Kracker	Counselor
Sarah Falcon	Librarian
Shalonvia Gundy	Parent
Jason Island	Parent
Jenny Jones	Parent / Business Representative
Venkata Velayutham	Community Member
Susana Benitez	District Level Representative

# The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

