

Lamar Consolidated Independent School District
Huggins Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: June 14, 2021

Demographics

Demographics Summary

Huggins Elementary opened in 1979 and for many years was the only campus to serve the greater Fulshear area. For the 2021-2022 school year, Huggins will provide instruction for Pre-Kindergarten through Fifth Grade students. Due to the fast growing nature of the area, Morgan Elementary will open this school year to support the increasing student population. As a result of construction delays related to Covid-19, Morgan Elementary will function independently on the Huggins campus during the fall 2021 semester. The 2021 Demographer Report projects that Huggins will serve 523 students and Morgan will serve 544 students. Of the students that will remain at Huggins, the projected subpopulations include 9% Black, 15% Hispanic, 70% White, 4% Asian, and 2% other. Current projections indicate that Huggins will also include 2% ESL, 12% Special Education, and 13% economically disadvantaged students.

A review of demographic data for the 2020-2021 school year (899 students) indicates the following breakdown: .7% American Indian/Alaskan Native, 2% Asian, 8.5% Black, 65.7% White, 19% Hispanic/Latino, and 4% Multiracial. 14% of student received special education services and 3.6% were LEP. 4.8% of students were receiving 504 services. 38.8% of students were identified at-risk. 15.6% of students were identified as economically disadvantaged.

Demographics Strengths

Census data reveals that Fulshear is the fastest growing city in the state of Texas. One decade ago, city demographic data indicated the population of Fulshear was 1,134. The current population exceeds 17,000 and continues to grow. With the increase in population, development of new residential communities continues. The greater Fulshear area (Fulshear, Brookshire, and Simonton) has attracted an increase in business development along the I-10 corridor, bringing families to the area. The current poverty rate is 2.35% and the average household income is \$188,395. This is in sharp contrast to when Huggins Elementary opened in 1979.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students that are new to Huggins come with varying levels of academic experience, exposure, and limited data. **Root Cause:** Students are enrolling at Huggins from various places, both domestically and internationally, and from a variety of educational settings including homeschool, private, charter, and virtual.

Student Learning

Student Learning Summary

STAAR Reading Data for the 2020-2021 school year indicated the following:

	May 2021 STAAR Reading, Grade 3				May 2021 STAAR Reading, Grade 4				May 2021 STAAR Reading, Grade 5			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Huggins Elementary	145	86.90%	65.52%	44.14%	151	79.47%	57.62%	31.13%	119	85.71%	67.23%	43.70%
Economic Disadvantage	25	64%	52%	24%	31	70.97%	29.03%	6.45%	20	70%	50%	25%
American Indian/Alaskan Native	-	-	-	-	1	0%	0%	0%	1	100%	0%	0%
Asian	2	100%	100%	50%	3	33.33%	33.33%	0%	5	100%	60%	40%
Black/African American	10	70%	40%	20%	14	57.14%	21.43%	7.14%	5	80%	80%	40%
Hispanic	24	70.83%	58.33%	37.50%	26	84.62%	57.69%	11.54%	26	65.38%	53.85%	34.62%
Two or More Races	8	87.50%	87.50%	62.50%	3	66.67%	0%	0%	5	80%	80%	60%
White	101	92.08%	67.33%	46.53%	104	83.65%	65.38%	41.35%	77	92.21%	71.43%	46.75%
First Year of Monitoring	2	100%	50%	0%	-	-	-	-	1	100%	0%	0%
LEP	4	25%	25%	0%	5	80%	80%	0%	8	50%	25%	0%
Second Year of Monitoring	-	-	-	-	-	-	-	-	1	100%	100%	100%
Special Ed Indicator	15	53.33%	20%	6.67%	29	31.03%	10.34%	3.45%	17	64.71%	17.65%	0%

STAAR Math Data for the 2020-2021 school year indicated the following:

	May 2021 STAAR Mathematics, Grade 3				May 2021 STAAR Mathematics, Grade 4				May 2021 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
Huggins Elementary	145	86.90%	59.31%	31.03%	152	76.97%	59.21%	36.18%	120	90.83%	65.83%	42.50%
Economic Disadvantage	25	68%	32%	12%	31	51.61%	29.03%	6.45%	20	85%	55%	35%

	May 2021 STAAR Mathematics, Grade 3				May 2021 STAAR Mathematics, Grade 4				May 2021 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
American Indian/Alaskan Native	-	-	-	-	1	100%	0%	0%	1	100%	100%	0%
Asian	2	100%	100%	50%	3	33.33%	0%	0%	5	100%	80%	60%
Black/African American	10	60%	30%	10%	14	50%	42.86%	7.14%	5	100%	60%	20%
Hispanic	24	79.17%	45.83%	12.50%	26	69.23%	53.85%	26.92%	26	84.62%	57.69%	26.92%
Two or More Races	8	87.50%	62.50%	25%	3	33.33%	0%	0%	5	80%	40%	40%
White	101	91.09%	64.36%	37.62%	105	84.76%	66.67%	44.76%	78	92.31%	69.23%	48.72%
First Year of Monitoring	2	100%	50%	0%	-	-	-	-	1	100%	100%	0%
LEP	4	50%	25%	0%	5	40%	40%	40%	8	75%	37.50%	25%
Second Year of Monitoring	-	-	-	-	-	-	-	-	1	100%	100%	0%
Special Ed Indicator	15	46.67%	13.33%	6.67%	30	43.33%	20%	6.67%	17	64.71%	35.29%	23.53%

STAAR Writing Data for the 2020-2021 school year indicated the following:

May 2021 STAAR Writing, Grade 4

	Total Students	Approaches	Meets	Masters
Huggins Elementary	152	77.63%	51.32%	15.13%
Economic Disadvantage	31	61.29%	22.58%	0%
American Indian/Alaskan Native	1	0%	0%	0%
Asian	3	33.33%	33.33%	0%
Black/African American	14	64.29%	21.43%	0%
Hispanic	26	69.23%	38.46%	3.85%
Two or More Races	3	66.67%	0%	0%
White	105	83.81%	60.95%	20.95%
LEP	5	80%	20%	0%
Special Ed Indicator	30	36.67%	10%	0%

STAAR Science Data for the 2020-2021 school year indicated the following:

May 2021 STAAR Science, Grade 5

	Total Students	Approaches	Meets	Masters
Huggins Elementary	117	87.18%	54.70%	28.21%
Economic Disadvantage	19	78.95%	47.37%	21.05%
American Indian/Alaskan Native	1	100%	0%	0%
Asian	5	100%	80%	20%
Black/African American	5	80%	40%	0%
Hispanic	25	84%	36%	24%
Two or More Races	5	80%	60%	40%
White	76	88.16%	60.53%	31.58%
First Year of Monitoring	1	100%	0%	0%
LEP	8	75%	12.50%	0%
Second Year of Monitoring	1	100%	100%	0%
Special Ed Indicator	16	75%	37.50%	18.75%

End of Year Reading Levels (Kindergarten through Second Grade) for the 2020-2021 school year indicated the following:

Kinder GRA -- Fourth Nine Weeks 2021					1st Gr
Total Students	Overall			Total Students	Below
	Below Grade Level	On Grade Level	Above Grade Level		
Huggins Elementary	128	25%	44.53%	30.47%	146
Economic Disadvantage	27	55.56%	25.93%	18.52%	Economic Disadvantage 32
American Indian/Alaskan Native	2	0%	100%	0%	Asian 4
Asian	2	0%	100%	0%	Black/African American 11
Black/African American	13	38.46%	46.15%	15.38%	Hispanic 26
Hispanic	27	48.15%	33.33%	18.52%	Two or More Races 4
Two or More Races	8	12.50%	50%	37.50%	White 101
White	76	17.11%	44.74%	38.16%	LEP 5
LEP	2	50%	50%	0%	Special Ed Indicator 14
Special Ed Indicator	8	50%	37.50%	12.50%	

Student Learning Strengths

Huggins Elementary Met Standard and received a B rating in the Texas Accountability System for the 2018-2019 school year. Huggins was not rated in 2019-2020 due to the state accountability waiver for COVID-19. State accountability waivers has also been issued for the 2020-2021 school year.

A review of 2020-2021 STAAR Data indicates the following strengths:

- In grades 3-5 overall (reading and math), the number of students scoring Masters exceeded the performance target of 30%.
- The number of special education students achieving meets and masters increased in math for the 2020-2021 school year.
- The number of special education students achieving approaches, meets, and masters increased in science for the 2020-2021 school year.
- The number of special education students achieving approaches and meets in writing increased for the 2020-2021 school year.
- The number of LEP students achieving meets on reading increased by 30%.
- The number of LEP students achieving meets or masters on math increased for the 2020-2021 school year.

A review of the 2021-2021 End of Year Reading Levels in Kindergarten through Second Grade indicate the following strengths:

- 75% of Kindergarten students were reading on or above grade level at the end of the school year.
- 78.1% of First Grade students were reading on or above grade level at the end of the school year.
- 81.8% of Second Grade students were reading on or above grade level at the end of the school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The number of students in third-fifth grade scoring Masters on the Reading STAAR reduced by the following percentages from 2018-2019 to 2020-2021: third grade (1%), fourth grade (3%), and fifth grade (11%). **Root Cause:** Staff in grades 3-5 were continuing to develop their understanding and implementation of Reading Workshop. Utilization of small group, differentiated instruction in reading was inconsistent. Exposure to and practice with online testing platforms and embedded supports was limited.

Problem Statement 2 (Prioritized): 51.32% of fourth grade students met expectation and 15.13% of these students scored Masters on the 20-21 Writing STAAR Test. **Root Cause:** All fourth grade teachers taught self-contained, and the curriculum subject area was new for half of the teachers. Fourth grade students missed the fourth quarter of direct instruction in writing from the 19-20 school shutdown. A lack of vertical alignment and resources has limited core instruction in grammar. Time constraints have contributed to missed instructional opportunities in workshop.

Problem Statement 3 (Prioritized): The number of students in third-fifth grade scoring Masters on the Math STAAR reduced by the following percentages from 2018-2019 to 2020-2021: third grade (21%), fourth grade (no decrease), and fifth grade (2%). **Root Cause:** Staff in grades 3-5 were continuing to develop their understanding and implementation of Math Workshop. Utilization of Number Talks, Fact Fluency, and small group, differentiated instruction in math was inconsistent. Exposure to and practice with online testing platforms and embedded supports was limited.

Problem Statement 4 (Prioritized): 54.7% of fifth grade students met expectation and 28.21% of these students scored Masters on the 20-21 Science STAAR test. **Root Cause:** Due to Covid-19 restrictions, opportunities for hands-on experiences were limited. All fifth grade teachers taught self-contained, and the curriculum subject area was new for half of the teachers. Fifth grade students missed the fourth quarter of direct instruction in science from the 19-20 school shutdown.

Problem Statement 5 (Prioritized): 50% of special education students in Kindergarten through Second Grade were reading below level at the end of the 2020-2021 school year. **Root Cause:** Appropriate implementation of a direct phonics program across all grade levels has been inconsistent. A lack of vertical alignment and resources has limited core instruction in phonics. Time constraints have contributed to missed instructional opportunities to differentiate phonics instruction in Guided Reading.

School Processes & Programs

School Processes & Programs Summary

Huggins Elementary supports students in Pre-Kindergarten through Fifth Grade. Grade levels are divided by teams. For the 21-22 school year, Kindergarten and first grade will be self-contained and second through fifth grade will be departmentalized. The Instructional Leadership team includes the principal, assistant principal, Literacy Coach, Math/Science Coach, ESL Coach, Academic Facilitator, GT Facilitator, and Reading Interventionist.

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

Through the MTSS process, student progress is measured and opportunities for remediation, intervention, and enrichment are provided to meet the diverse needs of students. The Master Schedule includes extended learning time for all grade levels. During this 30 minute duration, all new instruction stops and students participate in differentiated learning opportunities to meet individual needs. Students are also provided opportunities for accelerated instruction before school during Cranium Club. Progress is monitored and reviewed with parents that receive TIER II intervention or TIER III remediation.

Through the Social Emotional Support Classroom, Huggins provides special education services to qualifying students. Many students in the program receive behavior and academic support. Huggins also supports special education students through resource instruction, as well as in-class support and speech. Students that qualify for 504 receive instruction in the general education classroom with accommodations in place as needed. GT students are supported through a pullout program by the GT Facilitator for 1.5 hours per week.

Due to the opening of Morgan Elementary for the 21-22 school year, there will be a reduction in the number of classroom teachers and support staff. There will be a total of 28 classroom teachers, three specials teachers, one librarian, four special education teachers, six paraprofessionals, one nurse, and two front office staff members.

The Core Team includes the following: Principal, Assistant Principal, Counselor, Administrative Assistant, Literacy Coach, Math/Science Coach, Academic Facilitator, ESL Coach, GT Facilitator, and Reading Interventionist and meets weekly to collaborate regarding campus needs.

Huggins Elementary has a strong connection with parents and community stakeholders through partnership with the Friends of Huggins (parent organization).

For the 21-22 school year, Huggins was selected to participate in the Campus Leadership Program through The Holdsworth Center.

School Processes & Programs Strengths

- Huggins Elementary has established a cohesive Core Team that shares the same vision and goals.
- Through a defined instructional planning model, grade level teams work collaboratively with instructional coaches.
- The MTSS Process provides opportunities to analyze student data to ensure growth for all students.
- Friends of Huggins supports students and staff through fundraising, donations, volunteer efforts, and community outreach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is inconsistent transfer between instructional planning and the delivery of content in the classroom. **Root Cause:** The shift in instructional

leadership has resulted in some resistance to change.

Perceptions

Perceptions Summary

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

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

According to the 20-21 Campus Climate Survey, each group "graded" Huggins Elementary on the overall quality of the school as follows:

Staff: 30% - A, 29% - B, 27% - C, 13% - D, 2% - F

Students: 46% - A, 41% - B, 11% - C, 1% - D, 2% - F

Parents: 59% - A, 24% - B, 11% - C, 3% - D, 2% - F

Perceptions Strengths

- Relationships between staff and community remains an integral part of the Huggins culture.
- There is a significant focus on the social-emotional well-being of students.
- The majority of survey participants indicated a positive perception of the campus as a whole.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 15% of staff members reported the overall quality of Huggins to be below average or failing. **Root Cause:** There has been a lack of consistent leadership through multiple changes in personnel at various levels.

Priority Problem Statements

Problem Statement 1: 54.7% of fifth grade students met expectation and 28.21% of these students scored Masters on the 20-21 Science STAAR test.

Root Cause 1: Due to Covid-19 restrictions, opportunities for hands-on experiences were limited. All fifth grade teachers taught self-contained, and the curriculum subject area was new for half of the teachers. Fifth grade students missed the fourth quarter of direct instruction in science from the 19-20 school shutdown.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 51.32% of fourth grade students met expectation and 15.13% of these students scored Masters on the 20-21 Writing STAAR Test.

Root Cause 2: All fourth grade teachers taught self-contained, and the curriculum subject area was new for half of the teachers. Fourth grade students missed the fourth quarter of direct instruction in writing from the 19-20 school shutdown. A lack of vertical alignment and resources has limited core instruction in grammar. Time constraints have contributed to missed instructional opportunities in workshop.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The number of students in third-fifth grade scoring Masters on the Reading STAAR reduced by the following percentages from 2018-2019 to 2020-2021: third grade (1%), fourth grade (3%), and fifth grade (11%).

Root Cause 3: Staff in grades 3-5 were continuing to develop their understanding and implementation of Reading Workshop. Utilization of small group, differentiated instruction in reading was inconsistent. Exposure to and practice with online testing platforms and embedded supports was limited.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of students in third-fifth grade scoring Masters on the Math STAAR reduced by the following percentages from 2018-2019 to 2020-2021: third grade (21%), fourth grade (no decrease), and fifth grade (2%).

Root Cause 4: Staff in grades 3-5 were continuing to develop their understanding and implementation of Math Workshop. Utilization of Number Talks, Fact Fluency, and small group, differentiated instruction in math was inconsistent. Exposure to and practice with online testing platforms and embedded supports was limited.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 50% of special education students in Kindergarten through Second Grade were reading below level at the end of the 2020-2021 school year.

Root Cause 5: Appropriate implementation of a direct phonics program across all grade levels has been inconsistent. A lack of vertical alignment and resources has limited core instruction in phonics. Time constraints have contributed to missed instructional opportunities to differentiate phonics instruction in Guided Reading.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: By May 2022, students in third, fourth, and fifth grade will score Masters on the Reading Language Arts STAAR Test by the following percentages: third grade (60%), fourth grade (39%), and fifth grade (50%).

Performance Objective 1: Ensure effective Guided Reading Instruction takes place in all kindergarten through fifth grade classrooms.

Evaluation Data Sources: Classroom Observations, Guided Reading Lesson Plans, Student Progress on Reading Levels





Strategy 1 Details	Reviews			
<p>Strategy 1: The Literacy Coach will provide staff development sessions to facilitate the improvement of Guided Reading Instruction. Topics include but not limited to The Next Steps Forward in Guided Reading, The Literacy Continuum, and analysis of running records.</p> <p>Strategy's Expected Result/Impact: Students will increase decoding and comprehension skills.</p> <p>Staff Responsible for Monitoring: Administrators, Literacy Coach, ESL Coach, Reading Interventionist, Academic Facilitator, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: By May 2022, students in third, fourth, and fifth grade will score Masters on the Reading Language Arts STAAR Test by the following percentages: third grade (60%), fourth grade (39%), and fifth grade (50%).

Performance Objective 2: Implement Units of Study in Reading and Writing in all general education classrooms.

HB3 Goal





Evaluation Data Sources: Lesson Plans, Classroom Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: K-5 ELAR Teachers will participate in professional development training to support the use of Units of Study in Reading and Writing.</p> <p>Strategy's Expected Result/Impact: Teachers will develop an understanding of the Units of Study resources and be able to implement lessons with fidelity.</p> <p>Staff Responsible for Monitoring: Administrators, Literacy Coach, ESL Coach, Reading Interventionist, Academic Facilitator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Require reading and writing lesson plans to include a connection, direct teach, active engagement, and link for the mini lesson.</p> <p>Strategy's Expected Result/Impact: Teachers will deliver essential components of the mini lesson for direct student instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Literacy Coach, ESL Coach, Reading Interventionist, Academic Facilitator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: By May 2022, students in third, fourth, and fifth grade will score Masters on the Reading Language Arts STAAR Test by the following percentages: third grade (60%), fourth grade (39%), and fifth grade (50%).

Performance Objective 3: Implement Extended Learning time into the master schedule in kindergarten through fifth grade to provide enrichment, intervention, or remediation for students in the area of reading.





Evaluation Data Sources: Master Schedule, Kid Chat Spreadsheets, Hound Time and Cranium Club Rosters. Calendar of Dates, Success Ed RTI Information

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize professional resources to develop targeted lessons for Extended Learning time.</p> <p>Strategy's Expected Result/Impact: Students will increase decoding and comprehension skills.</p> <p>Staff Responsible for Monitoring: Administrators, Literacy Coach, ESL Coach, Reading Interventionist, Academic Facilitator, Compensatory Ed Tutor, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Personnel Cost/Literacy Coach - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$16,450, SCE Funded Tutors - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$8,646</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze student progress through Kid Chat/Data Meetings.</p> <p>Strategy's Expected Result/Impact: Students will be provided targeted support for individualized instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Literacy Coach, ESL Coach, Reading Interventionist, Academic Facilitator, Compensatory Ed Tutor, Classroom Teachers Pre-K-Fifth Grade</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$84,320</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: By May 2022, students in third, fourth, and fifth grade will score Masters on the Reading Language Arts STAAR Test by the following percentages: third grade (60%), fourth grade (39%), and fifth grade (50%).

Performance Objective 4: Ensure all ELAR teachers have appropriate materials/resources to enhance instruction in the area of grammar and revising/editing.





Evaluation Data Sources: Lesson Plans, Classroom Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in First through Fifth Grade will utilize Patterns of Power.</p> <p>Strategy's Expected Result/Impact: Students will gain understanding of grammar conventions and effectively implement learning into writing.</p> <p>Staff Responsible for Monitoring: Administrators, Literacy Coach, ESL Coach, Reading Interventionist, Academic Facilitator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Literacy Coach and classroom teachers will work in conjunction to build common assessments that align to the TEKs to monitor student progress.</p> <p>Strategy's Expected Result/Impact: Data analysis will guide classroom instruction.</p> <p>Staff Responsible for Monitoring: Administrators, Literacy Coach, ESL Coach, Reading Interventionist, Academic Facilitator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: By May 2022, students in third, fourth, and fifth grade students will score Masters on the Math STAAR Test by the following percentages: third grade (58%), fourth grade (41%), and fifth grade (49%).

Performance Objective 1: Ensure effective Guided Math Instruction takes place in all kindergarten through fifth grade classrooms.





Evaluation Data Sources: Classroom Observations, Guided Math Lesson Plans, Student Progress

Strategy 1 Details	Reviews			
<p>Strategy 1: The Math Coach will provide staff development sessions to facilitate the improvement of Guided Math Instruction. Topics include but not limited to differentiation and problem solving.</p> <p>Strategy's Expected Result/Impact: Students will increase mathematical skills.</p> <p>Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: By May 2022, students in third, fourth, and fifth grade students will score Masters on the Math STAAR Test by the following percentages: third grade (58%), fourth grade (41%), and fifth grade (49%).

Performance Objective 2: Ensure all teachers implement each component of the Math Workshop in Kindergarten through Fifth Grade.





Evaluation Data Sources: Lesson Plans, Classroom Observations.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize STEMscopes Math as a resource for lesson planning. Strategy's Expected Result/Impact: Engaging lessons that result in student mastery of learning objectives Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: K-5 Math Teachers will participate in professional development training to support the use of Number Talks and the district's fact fluency plan. Strategy's Expected Result/Impact: Students will build foundational skills and develop numerical process understanding. Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Require that all components of Math Workshop be outlined in lesson plans. Strategy's Expected Result/Impact: Teachers will develop a better understanding of the components and be able to effectively implement into the classroom. Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: By May 2022, students in third, fourth, and fifth grade students will score Masters on the Math STAAR Test by the following percentages: third grade (58%), fourth grade (41%), and fifth grade (49%).

Performance Objective 3: Implement Extended Learning time into the master schedule in kindergarten through fifth grade to provide enrichment, intervention, or remediation for students in the area of math.





Evaluation Data Sources: Master Schedule, Kid Chat Spreadsheets, Hound Time and Cranium Club Rosters. Calendar of Dates, Success Ed RTI Information

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize professional resources to develop targeted lessons for Extended Learning time. Strategy's Expected Result/Impact: Students will increase mathematical understanding and ability. Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze student progress through Kid Chat/Data Meetings. Strategy's Expected Result/Impact: Students will be provided targeted support for individualized instruction. Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Compensatory Ed Tutor, Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	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 2: By May 2022, students in third, fourth, and fifth grade students will score Masters on the Math STAAR Test by the following percentages: third grade (58%), fourth grade (41%), and fifth grade (49%).

Performance Objective 4: Ensure all Math teachers have appropriate materials/resources to enhance instruction in the area of math.





Evaluation Data Sources: Classroom Observation, Teacher Feedback, Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Numeracy Kits in each math classroom.</p> <p>Strategy's Expected Result/Impact: Students will have access to necessary manipulatives.</p> <p>Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Coach's Corner Meetings for professional development opportunities throughout the year.</p> <p>Strategy's Expected Result/Impact: Teachers will refine their skills in teaching math.</p> <p>Staff Responsible for Monitoring: Administrators, Math Coach, ESL Coach, Academic Facilitator, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	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: By May 2022, 60% of students will score Meets and 30% will score Masters on the Fifth Grade Science STAAR Test.

Performance Objective 1: Ensure all kindergarten through fifth grade science teachers receive resources and professional development on high quality Tier I Instruction.





Evaluation Data Sources: Teachers will develop thorough understanding of science objectives and implement engaging lessons for student mastery.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize STEMscopes Science as a resource for lesson planning. Strategy's Expected Result/Impact: Engaging lessons that result in student mastery of learning objectives Staff Responsible for Monitoring: Administrators, Science Coach, ESL Coach, Academic Facilitator, Classroom Teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Coach's Corner Meetings for professional development opportunities throughout the year. Strategy's Expected Result/Impact: Teachers will refine their skills in teaching science. Staff Responsible for Monitoring: Administrators, Science Coach, ESL Coach, Academic Facilitator, Classroom Teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: By May 2022, 60% of students will score Meets and 30% will score Masters on the Fifth Grade Science STAAR Test.

Performance Objective 2: Ensure access to engaging, rigorous, real-world learning opportunities utilizing up-to-date technology that supports high-quality instruction for students in kindergarten through fifth grade.





Evaluation Data Sources: Lesson Plans, Classroom Observations, Planning Meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Science teachers will plan in direct collaboration with the science coach.</p> <p>Strategy's Expected Result/Impact: Classroom lessons will be directly aligned to learning objectives.</p> <p>Staff Responsible for Monitoring: Administrators, Science Coach, ESL Coach, Academic Facilitator, Classroom Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Require that all lesson plans follow the 5E model.</p> <p>Strategy's Expected Result/Impact: Engaging lessons that result in student mastery and retention of learning objectives.</p> <p>Staff Responsible for Monitoring: Administrators, Science Coach, ESL Coach, Academic Facilitator, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	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 4: By May 2022, 60% of special education students in Kindergarten through Second Grade will be reading on level.

Performance Objective 1: Ensure all general and special education teachers receive appropriate professional development on the use of assessments when teaching reading.





Evaluation Data Sources: Professional Development Schedule, Classroom Observations, Teacher Feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: All general education and special education teachers that teach reading will participate in a Guided Reading Assessment Training.</p> <p>Strategy's Expected Result/Impact: Teacher's will develop a better understanding of how to administer and interpret results of the Guided Reading Assessment. Student reading levels will accurately reflect level of ability.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Reading Interventionist, ESL Coach, Special Education Teachers, General Education Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Require the use of Oral Reading and Reading Comprehension Rubrics.</p> <p>Strategy's Expected Result/Impact: Accurately measure student progress.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Reading Interventionist, ESL Coach, Special Education Staff, General Education Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: By May 2022, 60% of special education students in Kindergarten through Second Grade will be reading on level.

Performance Objective 2: Implement Units of Study in Phonics is all kindergarten through second grade classrooms.





Evaluation Data Sources: Lesson Plans, Classroom Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: K-2 ELAR Teachers and Special Education Staff will participate in professional development training to support the use of Units of Study in Phonics.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will develop an understanding of the Units of Study resources and be able to implement lessons with fidelity.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Reading Interventionist, ESL Coach, Special Education Staff, General Education Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Require phonics lesson plans to include a minilesson, rug time, and share.</p> <p>Strategy's Expected Result/Impact: Teachers will deliver essential components of the phonics lesson.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Reading Interventionist, ESL Coach, Special Education Staff, General Education Teachers, Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: By May 2022, 60% of special education students in Kindergarten through Second Grade will be reading on level.

Performance Objective 3: Professional Learning Communities will monitor the progress of each special education student.

Evaluation Data Sources: IEPs, Student Data, Kid Chat Spreadsheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Education Teachers will participate in Kid Chats to review progress and collaborate on supports for special education students that are struggling.</p> <p>Strategy's Expected Result/Impact: Students will be accurately placed in intervention/remediation as needed.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Reading Interventionist, ESL Coach, Special Education Staff, General Education Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Meetings will be held after progress reports to determine a need to adjust Individualized Educational Plans.</p> <p>Strategy's Expected Result/Impact: Tailored instruction to meet the individual needs of students.</p> <p>Staff Responsible for Monitoring: Literacy Coach, Reading Interventionist, ESL Coach, Special Education Staff, General Education Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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<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>				

State Compensatory

Budget for Huggins Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 99

Brief Description of SCE Services and/or Programs

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Personnel for Huggins Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allyson Spencer	Pre-K Teacher	NaN
Amy Nordstrom	Literacy Coach	NaN
Brittany Adams	Pre-K Aide	NaN

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Personnel Cost/Literacy Coach		\$16,450.00
1	3	1	SCE Funded Tutors		\$8,646.00
1	3	2	Pre-K Personnel		\$84,320.00
Sub-Total					\$109,416.00
Budgeted Fund Source Amount					\$109,416.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,368.00
+/- Difference					\$1,368.00
Grand Total					\$109,416.00

Addendums