

# Lamar Consolidated Independent School District

## Hubenak Elementary

### 2022-2023 Campus Improvement Plan



# Mission Statement

Heart of a leader

Unique in design

Strong in spirit, and in mind

Kindness is what we're about

Involving everyone-leaving no one out

Exceptional effort is what we give

Striving for excellence is how we live.

Hubenak Huskies - Leaders of the Pack!

## Vision

To empower students and staff to discover their full potential and challenge them to achieve more than they believe is possible.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Joe Hubenak Elementary is a Pre-K through 5th grade campus in Lamar Consolidated ISD. Our current enrollment of 1,220 students reflects a rapid growing area of our district, and resulting in Hubenak being the largest elementary in the district. Enrollment data reflects a diverse student population consisting of 24.8% white, 29.2% African American, 22.8% Hispanic, 18% Asian, 4.6% two or more races, .15% American Indian, .15% Pacific Islander. 32% of our students are economically disadvantaged. 28.9% of our population are English Language Learners and receive ESL services. 12% of our students receive services through our special education programs. 8.8% of our students are identified as gifted and talented. Teachers at Hubenak have an average of 8.4 years of teaching experience.

Staff ethnicity breakdown based on 2021-2022 data: 66% White, 18% Hispanic, 8% African American, 8% Asian.

### Demographics Strengths

Our rich diversity in our student population is a reflection of our growing and diverse county. We have over 30 different spoken languages represented on our campus. Many of our students are bilingual with English as their second language. Our campus has a full time Vietnamese Teacher who provides ongoing support for our Vietnamese student population. Our campus has 4 full day Pre-K program classroom as well as two early childhood special education classrooms and two structured learning classrooms. We strive to promote a school climate that is based on high expectations for student achievement through differentiated and rigorous instruction.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Due to the high number of ESL Newcomer students on campus, teachers are needing additional instructional resources and strategies to differentiate instruction for our beginner language learners. **Root Cause:** We have a large number of ESL students moving into our school zone who are entering school with very limited English Language acquisition.

**Problem Statement 2:** Arrival drop off is taking 45 minutes to complete even with opening our building doors at 6:45 a.m. Students are arriving a few minutes late to class because of the long car rider line. **Root Cause:** With over 1, 220 students enrolled, the need for portable buildings to be placed on the side drive of the campus, has resulted in additional students in car rider line using the front drive.

# Student Learning

## Student Learning Summary

### Early Childhood Literacy Campus Outcome Goal

The percent of 3<sup>rd</sup> grade students that score meets grade level or above on STAAR Reading will increase from 68% to 81% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
68%	71%	75%	78%	81%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	68%	59%	74%	**	71%	**	**	25%	44%	**	69%	69%	65%
2021	71%	62%	77%	**	74%	**	**	28%	47%	**	72%	72%	68%
2022	75%	66%	81%	**	78%	**	**	32%	51%	**	76%	76%	72%
2023	78%	69%	84%	**	81%	**	**	35%	54%	**	79%	79%	75%
2024	81%	72%	87%	**	84%	**	**	38%	57%	**	82%	82%	78%

## Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 73% to 86% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
73%	76%	80%	83%	86%

### Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	70%	62%	78%	**	88%	**	**	25%	56%	**	77%	73%	71%
2021	73%	65%	81%	**	91%	**	**	28%	59%	**	80%	76%	74%
2022	77%	69%	85%	**	95%	**	**	32%	63%	**	84%	80%	78%
2023	80%	72%	88%	**	98%	**	**	35%	66%	**	87%	83%	81%
2024	83%	75%	91%	**	99%	**	**	38%	69%	**	90%	86%	84%

#### 2021-2022

##### Reading STAAR Scores

3rd Grade - Approaches 86%, Meets 64%, Masters 36%

4th Grade - Approaches 89%, Meets 70%, Masters 40%

5th Grade - Approaches 96%, Meets 84%, Masters 65%

#### 2021-2022

##### Math STAAR Scores

3rd Grade - Approaches 85%, Meets 60%, Masters 39%

4th Grade - Approaches 90%, Meets 62%, Masters 36%

5th Grade - Approaches 95%, Meets 67%, Masters 35%

## 2021-2022

### Science STAAR Scores

5th Grade - Approaches 92%, Meets 63%, Masters 36%

### Student Learning Strengths

A review of 2021-2022 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%.
- In grades 3-5 overall reading and math, the number of students scoring Meets exceeded the performance target of 60%.
- In grades 3-5 overall reading and math, the number of students scoring Approaches hit the targeted goal of 90%.
- An increase of 10% in 4th grade Reading meets.
- An increase of 20-22% in 5th grade Reading meets and masters.
- At least a 10% increase in 5th Science for meets and masters.
- 4th grade reading and math special education had a double digit increase for approaches.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 2021-2022 students in 3rd grade STAAR Reading scored lowered in Approaches, Meets, and Masters, than 4th and 5th grade. 86% approaches, 66% meets, 36 Masters -3rd grade Reading **Root Cause:** Students are not as prepared for standardized tests and as familiar with testing taking strategies.

**Problem Statement 2 (Prioritized):** 2021-2022 students in 3rd grade STAAR Math scored lowered in Approaches and Meets, than 4th and 5th grade. 85% approaches, 60% meets -3rd grade Math **Root Cause:** Students are not as prepared for standardized tests and as familiar with testing taking strategies.

**Problem Statement 3 (Prioritized):** 2021-2022 3rd grade STAAR Reading in approaches showed no growth from the 2020-2021 school year. 86% approaches for both years. **Root Cause:** High quality Tier I instruction and small group instruction, including differentiation with all students.

**Problem Statement 4 (Prioritized):** 2021-2022 3rd grade STAAR math dropped in Approaches by 1% as compared to the 2020-2021 school year. **Root Cause:** High quality Tier I instruction and small group instruction, including differentiation with all students in addition to two new math teachers.

**Problem Statement 5 (Prioritized):** 2021-2022 5th grade STAAR math dropped in Masters by 4% as compared to the 2020-2021 school year. **Root Cause:** High quality Tier I instruction and small group instruction, including differentiation with all students.

**Problem Statement 6 (Prioritized):** 2021-2022 4th grade STAAR math dropped in Approaches by 1% and Masters by 5% as compared to the 2020-2021 school year. **Root Cause:** High quality Tier I instruction and small group instruction, including differentiation with all students. Also, one math teacher was out on Maternity on leave during the school year.

**Problem Statement 7 (Prioritized):** 2021-2022 TELPAS speaking scores indicated an area of need, as only 14% of students received advanced high, as opposed to 36%-52% advanced high in all other domains of TELPAS. **Root Cause:** Limited opportunities for students to speak in public settings, present orally with time restrictions, and student discourse in complete sentences with sentence stems. The need for more structured responses by thinking, writing, and speaking.

**Problem Statement 8 (Prioritized):** 2021-2022 Special education failures at the end of the 3rd 9 weeks was at 4.29% as a campus, which was identical to the 3rd 9 weeks in 2020-2021. All other grading periods saw a reduction each 9 weeks for special education failures. **Root Cause:** 3rd 9 weeks is when all our virtual students returned to campus.

# School Processes & Programs

## School Processes & Programs Summary

In order to meet and exceed our campus goals, Hubenak implements school processes to include weekly instructional planning, PLCS, quality Tier 1 instruction, MTSS, frequent review of assessment data, and high levels of staff collaboration. We will continue to implement research-based strategies at all grade levels consistently throughout each subject area. Instructional Coaches attend weekly planning to provide on-going support and resources.

MTSS progress monitoring will occur throughout each grading period for students receiving tiered interventions.

A campus emphasis will be placed on teacher questioning in order to increase the level of student higher order thinking and student discourse.

A dedicated school wide intervention time (PAWS Time) will continue to be implemented K-5. During this time, small group interventions will be provided to students in both reading and math. In addition, HB4545 accelerated instruction will be provided during PAWS Time as well as during before school and after school tutorials.

A campus CORE team meets weekly to discuss instructional strengths/needs and campus activities.

## School Processes & Programs Strengths

Through collaboration and consistent communication, Hubenak strives to maintain a strong partnership among all stakeholders. Hubenak has a dedicated PTA who provides many enrichment activities for our students as well as funds school field trips. Throughout the school year, Hubenak seeks out opportunities to welcome families to the campus through a variety of events and activities. Some of these activities include; book fairs, reading nights, Spirit Nights, Veteran's Day Program, celebrations of learning, Winter/Spring Parties, Parent Information Nights, Red Ribbon Week, No Place for Hate, Character Counts Hall of Fame, Chat with the Counselors, Language Academy, 5th grade musical, and ESL information nights to name a few.

As a large and still growing campus, communication is key to maintaining high levels of success. Teachers communicate weekly with parents through newsletters and Canvas pages. Social media is utilized to communicate important events as well as share important reminders. The principal shares a family newsletter to provide families with updates, reminders, and other important information.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Only half of our campus is able to participate in the Ron Clark house system. **Root Cause:** Due to our campus size, it is a challenge to accommodate having school wide Ron Clark Celebrations.

**Problem Statement 2 (Prioritized):** During the 2021-2022 school year, 4th and 5th grade interventions were inconsistent for tier II and tier III. **Root Cause:** New Legislation required intervention for designated students in 4th and 5th grade, leaving challenges to service additional students.

**Problem Statement 3 (Prioritized):** Inconsistent intervention across grade levels. **Root Cause:** Lack of knowledge for how to implement tier II and tier III as well as a defined list and alignment of tier II and tier III resources available.



# Perceptions

## Perceptions Summary

According to the 21-22 Campus Climate Survey, staff and parents graded Hubenak Elementary on the overall quality of the school as follows:

**Staff perception of overall quality of the school** - 64% of staff rated the campus a grade of A, 24% of staff rated the campus a grade of B, 10% of staff rated the campus a grade of C, 1% of staff rated the campus a grade of D, and 1% of staff rated the campus a grade of F.

**Family perception of overall quality of the school** - 78% of parents rated the campus a grade of A, 18% of parents rated the campus a grade of B, 4% of parents rated the campus a grade of C, 1% of parents rated the campus a grade of D, 1% of parents rated the campus a grade of F.

## Perceptions Strengths

Based on 2021-2022 Campus Climate Survey results, parents and staff rated Hubenak among one of the top elementary schools in the district.

The campus attributes these results to an emphasis on creating and maintaining positive relationships and high expectations among all campus stakeholders.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** With over 1,300 students enrolled at Hubenak Elementary, only 255 responses were collected from families during the 2021-2022 Campus Climate Survey. **Root Cause:** Limited access to technology and limited English speaking parents

**Problem Statement 2 (Prioritized):** On the 2021-2022 EOY Wellness Screener administered to 3rd-5th graders, students indicated a need for problem solving and building relationships with peers. **Root Cause:** Due to Covid, lack of exposure to socialization and how to handle conflict resolution.

**Problem Statement 3 (Prioritized):** A total of 13 fragile packets during the 2021-2022 school year, were completed due to NSSI, suicidal, and homicidal outcries. **Root Cause:** Due to Covid, lack of exposure to socialization, how to handle conflict resolution, and transitioning back into the school setting.

# Priority Problem Statements

**Problem Statement 1:** 2021-2022 students in 3rd grade STAAR Reading scored lower in Approaches, Meets, and Masters, than 4th and 5th grade. 86% approaches, 66% meets, 36 Masters -3rd grade Reading

**Root Cause 1:** Students are not as prepared for standardized tests and as familiar with testing taking strategies.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 9:** Only half of our campus is able to participate in the Ron Clark house system.

**Root Cause 9:** Due to our campus size, it is a challenge to accommodate having school wide Ron Clark Celebrations.

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 13:** With over 1,300 students enrolled at Hubenak Elementary, only 255 responses were collected from families during the 2021-2022 Campus Climate Survey.

**Root Cause 13:** Limited access to technology and limited English speaking parents

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 2:** 2021-2022 students in 3rd grade STAAR Math scored lower in Approaches and Meets, than 4th and 5th grade. 85% approaches, 60% meets -3rd grade Math

**Root Cause 2:** Students are not as prepared for standardized tests and as familiar with testing taking strategies.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 10:** During the 2021-2022 school year, 4th and 5th grade interventions were inconsistent for tier II and tier III.

**Root Cause 10:** New Legislation required intervention for designated students in 4th and 5th grade, leaving challenges to service additional students.

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 12:** On the 2021-2022 EOY Wellness Screener administered to 3rd-5th graders, students indicated a need for problem solving and building relationships with peers.

**Root Cause 12:** Due to Covid, lack of exposure to socialization and how to handle conflict resolution.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 3:** 2021-2022 3rd grade STAAR Reading in approaches showed no growth from the 2020-2021 school year. 86% approaches for both years.

**Root Cause 3:** High quality Tier I instruction and small group instruction, including differentiation with all students.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 11:** Inconsistent intervention across grade levels.

**Root Cause 11:** Lack of knowledge for how to implement tier II and tier III as well as a defined list and alignment of tier II and tier III resources available.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 14:** A total of 13 fragile packets during the 2021-2022 school year, were completed due to NSSI, suicidal, and homicidal outcries.

**Root Cause 14:** Due to Covid, lack of exposure to socialization, how to handle conflict resolution, and transitioning back into the school setting.

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 4:** 2021-2022 3rd grade STAAR math dropped in Approaches by 1% as compared to the 2020-2021 school year.

**Root Cause 4:** High quality Tier I instruction and small group instruction, including differentiation with all students in addition to two new math teachers.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 2021-2022 5th grade STAAR math dropped in Masters by 4% as compared to the 2020-2021 school year.

**Root Cause 5:** High quality Tier I instruction and small group instruction, including differentiation with all students.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 2021-2022 4th grade STAAR math dropped in Approaches by 1% and Masters by 5% as compared to the 2020-2021 school year.

**Root Cause 6:** High quality Tier I instruction and small group instruction, including differentiation with all students. Also, one math teacher was out on Maternity on leave during the school year.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** 2021-2022 TELPAS speaking scores indicated an area of need, as only 14% of students received advanced high, as opposed to 36%-52% advanced high in all other domains of TELPAS.

**Root Cause 7:** Limited opportunities for students to speak in public settings, present orally with time restrictions, and student discourse in complete sentences with sentence stems. The need for more structured responses by thinking, writing, and speaking.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** 2021-2022 Special education failures at the end of the 3rd 9 weeks was at 4.29% as a campus, which was identical to the 3rd 9 weeks in 2020-2021. All other grading periods saw a reduction each 9 weeks for special education failures.

**Root Cause 8:** 3rd 9 weeks is when all our virtual students returned to campus.

**Problem Statement 8 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** By May of 2023, 3rd through 5th grade students in all subpopulation groups (including special education students) will increase academic performance in approaches, meets, and masters categories as noted below and measured by the Math and Reading STAAR assessment.





3rd Grade Reading will increase to 90% approaches, 68% meets, 40% masters  
 4th Grade Reading will increase to 95% approaches, 75% meets, 45% masters  
 5th Grade Reading will increase to 98% approaches, 87% meets, 70% masters

3rd Grade Math will increase to 90% approaches, 68% meets, 45% masters  
 4th Grade Math will increase to 96% approaches, 70% meets, 42% masters  
 5th Grade Math will increase to 98% approaches, 75% meets, 43% masters

**Performance Objective 1:** Increase the frequency of higher order thinking questions being incorporated into classroom lessons as high-quality Tier I instruction.

**Evaluation Data Sources:** Evident in formal and informal walk-throughs, learning walks, and classroom observations.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Higher order thinking questions will be planned during weekly grade level planning sessions attended by Instructional Coaches that lead to deeper understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Students increase understanding.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional development during BOY, Staff meetings, and PLCs will include strategies and techniques for high quality Tier I instruction on Higher Order Thinking Questioning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students increase understanding.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide students with sentence stems to help build their ability to respond and ask higher order thinking questions using appropriate academic vocabulary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students' ability to ask and answer higher order thinking questions using appropriate academic vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** By May of 2023, 3rd through 5th grade students in all subpopulation groups (including special education students) will increase academic performance in approaches, meets, and masters categories as noted below and measured by the Math and Reading STAAR assessment.

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 5th Grade Reading will increase to 98% approaches, 87% meets, 70% masters





3rd Grade Math will increase to 90% approaches, 68% meets, 45% masters  
 4th Grade Math will increase to 96% approaches, 70% meets, 42% masters  
 5th Grade Math will increase to 98% approaches, 75% meets, 43% masters

**Performance Objective 2:** Ensure students are receiving accommodations and appropriate interventions represented in their academic success plan, including IEPs, 504 and ESL accommodations, HB4545 accelerated instruction, and MTSS.

**Evaluation Data Sources:** Documentation of IEPs, 504, Interventions, Accommodations, HB4545 documentation, MTSS, SST minutes, Classroom observations, formal and informal walk-throughs, and lesson plans.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Appropriate personnel will meet during PLCs to discuss interventions and review data to foster accountability on implementation of accommodations and interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Technology programs such as Raz-Kids, Blast, Summit K12, ST Math, Dream Box, and Prodigy will be utilized for reading, math and English language acquisition to support at risk and special populations. Weekly usage and reports will be used to monitor progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p> <p><b>Funding Sources:</b> Technology interventions - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,000, Summit 12 - 199 PIC 25 State Bilingual/ESL - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Regular review of data will be used to determine interventions to include before, during, and after school tutoring in addition to Paws Time. MTSS/PLCs will be utilized to document interventions and track progress of all students and subpopulations.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers, and Tutors</p> <p><b>Funding Sources:</b> Tutorials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 1:** By May of 2023, 3rd through 5th grade students in all subpopulation groups (including special education students) will increase academic performance in approaches, meets, and masters categories as noted below and measured by the Math and Reading STAAR assessment.





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3rd Grade Math will increase to 90% approaches, 68% meets, 45% masters  
 4th Grade Math will increase to 96% approaches, 70% meets, 42% masters  
 5th Grade Math will increase to 98% approaches, 75% meets, 43% masters

**Performance Objective 3:** Ensure all reading and math teachers are provided academic support by instructional leadership team to provide high level of differentiated instruction to meet the needs of all students, including LEP and special education students.

**Evaluation Data Sources:** Documentation of IEPs, Interventions, Accommodations, SST minutes, Classroom observations, formal and informal walk-throughs, and lesson plans.





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional leadership team will provide support by attending weekly planning sessions and PLC meetings in order to share resources and activities to meet the needs of all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Student academic success</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p> <p><b>Funding Sources:</b> - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide opportunities for teachers to attend high quality professional development that supports differentiated instruction including guided reading and math, and ESL newcomer professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will implement strategies learned from training in their daily instruction to ensure student academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers</p> <p><b>Funding Sources:</b> ESL resources and PD - 199 PIC 25 State Bilingual/ESL - \$3,000, Professional Development - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,965</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Learning walks will be conducted by campus leadership team to provide teacher/grade level feedback and identify next steps as a campus. <b>Strategy's Expected Result/Impact:</b> Staff uses feedback to improve differentiation for tier I instruction. <b>Staff Responsible for Monitoring:</b> Campus leadership team	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Instructional Coaches will review lesson plans and assessments in order to provide feedback. <b>Strategy's Expected Result/Impact:</b> Tier 1 instruction and student success improves. <b>Staff Responsible for Monitoring:</b> Admin and Instructional Coaches	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Guided Reading small group instruction and PAWS Time interventions will be implemented in grades K-5 to help students meet targeted grade level reading levels. <b>Strategy's Expected Result/Impact:</b> Student reading levels will increase. <b>Staff Responsible for Monitoring:</b> Admin and Instructional Coaches	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<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 2023, the TELPAS speaking domain will increase to 20% of students scoring Advanced High, an increase of 6% from 2021-2022 TELPAS results.

**Performance Objective 1:** Increase students' academic vocabulary and opportunities for student discourse.





**Evaluation Data Sources:** Walkthroughs, classroom observations, informal/formal assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Incorporating academic language and sentence stems and holding students accountable for responding to questions in complete sentences.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase in academic and language proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, ESL team, Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Increasing classroom visuals by use of anchor charts and labeling.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase their academic vocabulary.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, ESL team and Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By May 2023, the TELPAS speaking domain will increase to 20% of students scoring Advanced High, an increase of 6% from 2021-2022 TELPAS results.

**Performance Objective 2:** Teachers will increase LEP students' familiarity with online TELPAS testing.





**Evaluation Data Sources:** TELPAS results, walkthroughs, formal and informal observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher will utilize Flipgrid as an additional listening and speaking tool for additional practice.  <b>Strategy's Expected Result/Impact:</b> Students will become more comfortable with listening and speaking using a device to record themselves.  <b>Staff Responsible for Monitoring:</b> Teachers, ESL team, Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students will engage in practice sessions, where they practice using the testing platform to record verbal responses.  <b>Strategy's Expected Result/Impact:</b> Increase proficiency with the online testing platform and recording their verbal responses.  <b>Staff Responsible for Monitoring:</b> ESL team, Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** By May 2023, the TELPAS speaking domain will increase to 20% of students scoring Advanced High, an increase of 6% from 2021-2022 TELPAS results.

**Performance Objective 3:** Increase teachers' depth of understanding of the English Language Learners Proficiency Level descriptors.





**Evaluation Data Sources:** TELPAS results, walkthroughs, formal and informal observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> At team planning meetings, holding teachers accountable for differentiating instruction based on PLDs.  <b>Strategy's Expected Result/Impact:</b> Teachers will scaffold their lessons based on the knowledge from the PLDs.  <b>Staff Responsible for Monitoring:</b> Teachers, ESL team, Leadership team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide professional development to cover scaffolding techniques for implementation of the PLDs at the BOY staff development, PLCs, staff meetings.  <b>Strategy's Expected Result/Impact:</b> Teachers will scaffold their lessons based on the knowledge from the PLDs.  <b>Staff Responsible for Monitoring:</b> Teachers, ESL team, Leadership team   <b>Funding Sources:</b> - 199 PIC 25 State Bilingual/ESL - \$4,230</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By May 2023, special education student failures will be reduced by at least 2% compared to the 2021-2022 percentages.

**Performance Objective 1:** Tutorials will be held for special education students before, during, or after school.





**Evaluation Data Sources:** formal and informal assessments

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Regular review of data to guide instruction during tutorials and identification of tutorial groups. <b>Strategy's Expected Result/Impact:</b> Student academic success <b>Staff Responsible for Monitoring:</b> Administrators, Special Education teachers, Instructional Coaches, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Technology programs will be utilized for reading and math instruction to provide additional support to special education students. <b>Strategy's Expected Result/Impact:</b> Student academic success <b>Staff Responsible for Monitoring:</b> Administrators, Special Education teachers, Instructional Coaches, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Small group instruction with daily checks for understanding will include opportunity for students to engage in the learning in multiple ways. <b>Strategy's Expected Result/Impact:</b> Student academic success <b>Staff Responsible for Monitoring:</b> Administrators, Special Education teachers, Instructional Coaches, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** By May 2023, special education student failures will be reduced by at least 2% compared to the 2021-2022 percentages.

**Performance Objective 2:** PLC meetings will be take place with grade level teachers, Instructional Coaches, special education teachers, and administrators to discuss student progress and interventions.

**Evaluation Data Sources:** formal and informal assessments





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Regular review of data will be held in order to determine interventions including tutorials. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Special Education teachers, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Appropriate personnel will meet to discuss student IEPs and accommodations to review student needs and plans. <b>Strategy's Expected Result/Impact:</b> Increase student achievement <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Special Education teachers, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Goal 3:** By May 2023, special education student failures will be reduced by at least 2% compared to the 2021-2022 percentages.

**Performance Objective 3:** Improve all Tier I instruction Kinder-5th grade.





**Evaluation Data Sources:** MAP testing, Walk-throughs, formal and informal assessments, classroom observations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Incorporate academic and language sentence stems to improve student discourse. <b>Strategy's Expected Result/Impact:</b> Improved student discourse and student performance. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Special Education teachers, Teachers	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continued implementation of daily small group instruction with targeted individual student feedback. <b>Strategy's Expected Result/Impact:</b> Student academic growth <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Special Education teachers, Teachers.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** By May 2023, students in grades 3-5 will respond on the EOY Social Emotional Wellness Screener with an understanding of how to make and keep new friends with an increase of 87% (2021-2022 results) to 94%.

**Performance Objective 1:** Provide students with opportunities to engage in socialization practice and reinforce communication skills.





**Evaluation Data Sources:** Walkthroughs, teachers/classroom observations, discipline data, fragile packets data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Three No Place for Hate Activities implemented throughout the school year. <b>Strategy's Expected Result/Impact:</b> We see students communicating with each other in a positive way. <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Monthly guidance lessons provided by our Counselors to address/teach the 6 pillars of Character Counts. <b>Strategy's Expected Result/Impact:</b> See students modeling appropriate behavior based on the pillars of characters counts. <b>Staff Responsible for Monitoring:</b> All staff.	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Small group guidance lessons, based on campus needs and the beginning of the year Wellness screener. <b>Strategy's Expected Result/Impact:</b> See students modeling appropriate behavior based on the pillars of characters counts. <b>Staff Responsible for Monitoring:</b> Counselors, teachers, and administration	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** By May 2023, students in grades 3-5 will respond on the EOY Social Emotional Wellness Screener with an understanding of how to make and keep new friends with an increase of 87% (2021-2022 results) to 94%.

**Performance Objective 2:** Implementing Positive Behavior Intervention Support (PBIS) campus wide.





**Evaluation Data Sources:** Discipline data, formal and informal walkthroughs, staff feedback, EOY Social Emotional Wellness Screener, EOY Climate survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Classrooms will hold daily Husky circle to support students' sense of belonging. <b>Strategy's Expected Result/Impact:</b> Students feel a sense of belonging <b>Staff Responsible for Monitoring:</b> Teachers, counselors, Leadership team	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Campus creates a common language to be used by all students and staff members. <b>Strategy's Expected Result/Impact:</b> All students and staff understand and use common language for expectations. <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create a classroom social contract within all classrooms across the campus, which all students and teachers sign. <b>Strategy's Expected Result/Impact:</b> All classrooms will have a classroom contract displayed and referred to as needed. Students will have an understanding of the classroom contract expectations. <b>Staff Responsible for Monitoring:</b> Teachers and administration	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 4:** By May 2023, students in grades 3-5 will respond on the EOY Social Emotional Wellness Screener with an understanding of how to make and keep new friends with an increase of 87% (2021-2022 results) to 94%.

**Performance Objective 3:** Implementing Ron Clark House system campus wide.

**Evaluation Data Sources:** Discipline data, formal and informal walkthroughs, staff feedback, EOY Social Emotional Wellness Screener, EOY Climate survey

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> PK-3 students will be sorted into one of the 4 Ron Clark Houses. <b>Strategy's Expected Result/Impact:</b> Increased sense of belonging, positive school climate, and community. <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Host grade level house celebrations at the end of each 9 weeks. <b>Strategy's Expected Result/Impact:</b> Increased sense of belonging, positive school climate, and community. <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Pairing upper and lower grade levels, K-2 (pups) and 3-5 (huskies). <b>Strategy's Expected Result/Impact:</b> Create a sense of belonging, peer mentorship, building leaders, and building a positive community. <b>Staff Responsible for Monitoring:</b> All staff	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# State Compensatory

## Budget for Hubenak Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 5.5

Brief Description of SCE Services and/or Programs

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## Personnel for Hubenak Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alia Baraki	Pre K Aide	1
April Triplett	Pre Kindergarten Teacher	1
Crystal Lara	Pre Kindergarten Teacher	1
Jennifer Perry	Math Coach	0.5
Jordan Johnson	Pre Kindergarten Teacher	1
Maricarmen Figueroa	Pre K Aide	1

# Site-Based Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ernest Bainbridge	Principal
Classroom Teacher	Patricia Maseo	Teacher
Classroom Teacher	Deana Delozier	Teacher
Classroom Teacher	Courtney Hayes	Teacher
Classroom Teacher	Peter Knox	Teacher
Classroom Teacher	Shadia Abumrad	Teacher
Classroom Teacher	Jacqueline Maderazo	Teacher
Non-classroom Professional	Raquel Perez	ESL Specialist
Classroom Teacher	Edith Oyakhire	Special Education Teacher
Classroom Teacher	Krystal Lerma	Teacher
Classroom Teacher	Samantha Bruning	Teacher
Parent	Diego Reinoso	Parent
Parent	Nick Duff	Parent
Parent	Erica White	Parent

# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Technology interventions		\$6,000.00
1	2	3	Tutorials		\$6,000.00
1	3	1			\$5,000.00
1	3	2	Professional Development		\$2,965.00
<b>Sub-Total</b>					\$19,965.00
<b>Budgeted Fund Source Amount</b>					\$19,965.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Summit 12		\$3,000.00
1	3	2	ESL resources and PD		\$3,000.00
2	3	2			\$4,230.00
<b>Sub-Total</b>					\$10,230.00
<b>Budgeted Fund Source Amount</b>					\$10,230.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$30,195.00
<b>Grand Total Spent</b>					\$30,195.00
<b>+/- Difference</b>					\$0.00