

# Lamar Consolidated Independent School District

## Hutchison Elementary

### 2022-2023 Campus Improvement Plan



# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Data Sources Reviewed

Skyward	K12 Staff Climate Survey
SuccessEd	2021-2022 STAAR Performance Report
Guided Reading Assessment levels	Eduphoria - AWARE
K12 Student Climate Survey	Sped Failure Data Report
K12 Parent Climate Survey	2020-2021 TAPR Report

#### Identified Strengths

<b>47% of 5th graders scored at the Master's level on the 2022 Reading STAAR test.</b>
35% of 4th graders scored at the Master's level on the 2022 Reading STAAR test
40% of 3rd graders scored at the Master's level on the 2022 Reading STAAR test.

<b>64% of 4th graders scored at the Meets level on the 2022 Reading STAAR test.</b>
65% of 5th graders scored at the Meets level on the 2022 Reading STAAR test.

<b>In May 2022, 85% of 2nd-grade students were reading on or above grade level as measured by the GRA assessment.</b>
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#### Student Achievement

<b>47% of 5th graders scored at the Master's level on the 2022 Reading STAAR test.</b>
35% of 4th graders scored at the Master's level on the 2022 Reading STAAR test
40% of 3rd graders scored at the Master's level on the 2022 Reading STAAR test.
64% of 4th graders scored at the Meets level on the 2022 Reading STAAR test.
65% of 5th graders scored at the Meets level on the 2022 Reading STAAR test.
25% of 4th graders scored at the Master's level on the 2022 Math STAAR test.
For all 2022 STAAR tests administered, Hutchison had 76% of students score at the Approaches level.
For all 2022 STAAR tests administered, Hutchison had 49% of students score at the Meets level.
For all 2022 STAAR tests administered, Hutchison had 28% of students score at the Masters level.
In May 2022, 62% of kinder students were reading on or above grade level as measured by the GRA assessment.

**47% of 5th graders scored at the Master's level on the 2022 Reading STAAR test.**

In May 2022, 64% of 1st-grade students were reading on or above grade level as measured by the GRA assessment.

In May 2022, 85% of 2nd-grade students were reading on or above grade level as measured by the GRA assessment.

### School Climate and Culture

**We were recognized as a No Place for Hate campus for the 2021-2022 school year and will continue to participate for the 2022 – 2023 school year with 3 activities that will promote unity amongst our students and staff.**

We will implement Character Counts where the counselor gives one guided lesson per class once a month and small group instruction.

Student leadership opportunities will be afforded through Safety Patrol and Leadership Day.

Leadership Day will highlight students' abilities and showcase their talents in the areas of language arts, math, and science.

Teachers will nominate students who exemplify qualities of Character Counts weekly. The students will be recognized on the announcements and their photo placed in The Stinger.

Students will have the opportunity to earn various awards each nine weeks, such as All A Honor Roll, A Honor Roll and A/B Honor Roll.

### Staff Quality, Recruitment, and Retention

**Hutchison administration will have individual feedback conferences with each new staff member and other staff members (by appointment), including paraprofessionals, teachers, and instructional specialists.**

New teachers to the campus are assigned a mentor who answers questions and provides feedback.

Staff retention is 95% for the current school year.

### Curriculum, Instruction, and Assessment

**Bi-weekly grade level PLC meetings occur to review district assessment data, campus data and look at grade level trends.**

All Instructional Coaches will utilize data to drive the need for teacher support, and intervention provided to students.

### Community and Student Engagement

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

Hutchison Elementary invites PTA/volunteers to assist in the teacher workroom and assist in the Rain Brigade.

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

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

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

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

### School Organization

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

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

### Technology

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

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

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

**Identified Needs**

**Priorities Based on Identified Needs**

**Demographics**

<p><b>We currently have 554 students enrolled for the 2022-2023 school year.</b></p>	<p><b>No Place for Hate and Character Counts lessons will enable our school community to embrace diversity and appreciate and respect cultural differences.</b></p>
<p>Our Emergent Bilingual population accounts for 22% of our student body. (167 students)</p>	<p>EB Coach will work closely with teachers to develop plans for Emergent Bilingual students and facilitate the integration of writing across the curriculum.</p>
<p>Our at-risk population is 48% of our student body. (346 At-Risk students)</p>	<p>Instructional Coaches work with teachers to develop the PLC model and increase efficiency of Tier 1 instruction beginning in September. Coaches will guide teachers in providing intervention to students who were not successful on the Reading or Math STAAR in May 2022. Under HB4545 these students will receive 30 hours of intervention.</p> <p>Science intervention will begin for 4th and 5th grade on Fridays beginning in September.</p> <p>After school tutorials will begin 2nd semester for Reading, Math, and 5th grade Science as needed.</p>
<p>Our Special Education population is 10% of our student body. (74 students)</p>	<p>Special Education teachers will attend campus professional development and students will receive instruction through LLI for reading lessons and Moving with Math for math lessons.</p>
<p>Our GT population is 5% of our student body. (36 students)</p>	<p>Continue to encourage teachers to recommend/identify students for GT testing and utilize appropriate strategies to support GT student learning.</p>

**Student Achievement**

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

<b>In May 2022, 64% of 3rd-5th grade students in the Asian sub-pop, scored Meets or above on ELAR STAAR in Academic Achievement.</b>	<b>Instructional Coaches and Administrators will monitor grade level data, including sub-pops, to review progress towards target measures.</b>
In May 2022, 59% of 3rd-5th grade students in the Asian sub-pop, 21% of SPED students, and 44% of non-continuously enrolled students scored Meets or above on Math STAAR.	Instructional Coaches will plan with the 3rd - 5th-grade level Math teams weekly. Guided Math and Number Talks is being implemented in all math classrooms, Kinder- 5th grade. Administration and Coaches will closely monitor grade level data , including sub-pops, to review progress towards the target measures.
In the White sub-pop, 70% of 3rd-5th grade students met Growth Status on 2022 Math STAAR.	
19% of African American and Hispanic students scored at the Masters level on the Science STAAR assessment.	An Instructional Coach will long-range plan with K-5 Science teachers weekly.  Teachers in grades K-5 will conduct at least two labs per nine weeks.  Teachers will utilize researched-based strategies and resources such as Vocabulary Magic and StemScope Science.

### School Culture and Climate

<p><b>36% of the staff at Hutchison thinks that bullying is a problem, as reflected in the 2021-2022 Staff Campus Climate Survey.</b></p>	<p><b>The campus will train the staff on PBIS campus plan and participate in the district rollout of PBIS.</b></p> <p><b>Counselor will conduct monthly Character Counts lessons.</b></p> <p><b>Counselor will conduct small group lessons with identified students in need.</b></p> <p><b>No Place for Hate and Character Counts lessons will allow our population to embrace both the diversity and a sense of community in our school and differences amongst each other.</b></p>
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**Staff Quality, Recruitment, and Retention**

<p><b>The total number of staff members at Hutchison is 66.</b></p>	<p><b>Retain effective teachers and identify potential educators who would be a “good fit” within our structure.</b></p>
<p>Of the 6 new teachers that were hired, 5 teachers are new to teaching. (0 years experience)</p>	<p>Bi Monthly Hornet Leadership Academy meetings will be offered for teachers interested in leadership opportunities. New Teachers will also be assigned a campus mentor along with a district mentor to support instructional priorities.</p>
<p>All teachers are encouraged to receive their ESL certification to support our EB learners.</p>	<p>Personal invitations to staff and information from the Principal and the EB Coach will be sent to staff who need ESL certification.</p>
<p>All teachers are encouraged to receive their GT endorsement to support our gifted and talented students.</p>	<p>Personal invitations will be sent to staff and information from the Principal and GT Facilitator will be used to encourage GT certification.</p>

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

**Identified Needs**

**Priorities Based on Identified Needs**

**Curriculum, Instruction, and Assessment**

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

**Community and Student Engagement**



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

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

**Technology**

<p><b>Moving to online testing requires additional technology: desktop computers, monitor keyboards, and mouse for docking stations.</b></p>	<p><b>Ensure all classrooms have adequate technology for student use to include smart boards, classroom computers, laptops, ipads, and document cameras, etc.</b></p>
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*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*

**Summary of Identified Problems**

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

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

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

# Demographics

## Demographics Summary

Irma Dru Hutchison Elementary School is one of 49 campuses in Lamar Consolidated Independent School District. Hutchison opened its doors in 2005 and serves predominantly middle-class families. Hutchison serves 554 students in grades Pre-Kindergarten to Fifth Grade. During the previous school year, 833 students were served by the campus. Our PK, K, and 1<sup>st</sup> grade classrooms are self-contained, and our 2<sup>nd</sup>-5<sup>th</sup> grade classrooms are departmentalized.

## Demographics Strengths

The student population is 29% African American, 18.5% Anglo, 22.9% Asian, 23.7% Hispanic, 53.3% male and 46.7% female with a low of socioeconomic status of 43.9%. The staff population is 17% African American, 33% Anglo, 17% Asian, 17% Hispanic, 11% male and 89% female with an average of 11.1 years of experience, 100% certified teachers and 100% Highly Qualified paraprofessionals.

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

Hutchison serves 142 Emergent Bilingual students, 36 students in the Gifted and Talented program, 15 students identified for 504 services, 45/6.1% of Tier II students, 32/4.3% of Tier III students, 54 students served through special education services (8.1%).

# 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 50% to 63% by June 2024.													
Yearly Target Goals													
2020	2021	2022	2023	2024									
50%	53%	57%	60%	63%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	35%	45%	45%	**	65%	**	99%	25%	49%	**	38%	52%	47%
2021	38%	48%	48%	**	68%	**	99%	28%	52%	**	41%	55%	50%
2022	42%	52%	52%	**	72%	**	99%	32%	56%	**	45%	59%	54%
2023	45%	55%	55%	**	75%	**	99%	35%	59%	**	48%	62%	57%
2024	48%	58%	58%	**	78%	**	99%	38%	62%	**	51%	65%	60%

# School Processes & Programs

## School Processes & Programs Summary

### Student Achievement

<p><b>In 2021, 70% of 2nd grade students are reading on or above level, as assessed using the GRA, which was an increase from 54% in 2020.</b></p>	<p><b>The Literacy Coach will plan with the 2nd grade ELA team weekly with a focus on differentiation.</b></p>
<p>In 2021, 4th grade students who took the writing STAAR scored an increase from 30% to 37% in meets, and an increase from 9% to 15% in the masters categories.</p>	<p>The Literacy Coach will plan with the 4th grade ELA team a minimum of once per week with a focus upon short answer responses and integration of reading and writing.</p>

### Curriculum, Instruction, and Assessment

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

### Staff Quality, Recruitment, and Retention

<p><b>The total number of staff members at Hutchison is 75.</b></p>	<p><b>Retain effective teachers and identify potential educators who would be a “good fit” within our structure.</b></p>
<p>Of the 11 new teachers that were hired, 3 teachers are new to teaching. (0 years experience)</p>	<p>New teacher meetings will be held every 4th Wednesday to make sure new teachers feel supported and are acclimating well to our school and school district.</p>
<p>All teachers are encouraged to receive their ESL certification to support our EB learners.</p>	<p>Personal invitations and information from the Principal and the ESL Coach.</p>
<p>All teachers are encouraged to receive their GT endorsement to support our gifted and talented students.</p>	<p>Personal invitations and information from the Principal and GT Facilitator.</p>

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- State certified and high quality staff data

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Budgets/entitlements and expenditures data





# Goals

**Goal 1:** Goal 1: [ELAR] (1A) By May 2023, the percentage of 3rd grade students scoring at the Meets category will increase by 6%, from 57% to 63% on the ELAR STAAR.

(1B) By May 2023, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase by 5%, from 70% to 75%, as measured on the GRA Assessment.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Coordinate and execute high quality staff development to target the needs of every learner to ensure all student groups meet the challenging state academic standards (to include all subpops: SPED, and EB)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instruction</p> <p><b>Staff Responsible for Monitoring:</b> District ELAR Personnel, Principal, Core Team, Select teacher trainers</p> <p><b>Funding Sources:</b> Staff Development/Training - 211 Title I, Part A - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> All PK through 3rd grade teachers, including special education teachers and principals, will complete The HB3 Reading Academy over the next 3 years.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher knowledge on foundation of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Literacy Coach, PK-3 teachers, Special Ed teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Continue to utilize the partnership with the district ELA Department to monitor and adjust training and instructional expectations for all ELAR teachers including Guided Reading and the Guided Reading Rubric.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase quality of Tier 1 instruction in K-2 ELAR classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Literacy Coach, CORE team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All students will utilize technology to access grade level curriculum such as ipads for stations, and programs such as Raz Kids and I-Read, etc. Nancy Motley strategies will be utilized to enhance the Tier 1 instructional program.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student engagement and increase digital proficiency.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coach, Teachers, CORE team</p> <p><b>Funding Sources:</b> technology, supplies - 211 Title I, Part A - \$2,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Continue to staff Pre-Kindergarten teachers and Instructional Coach to provide Pre-Kindergarten classes to prepare students with early language acquisition skills and emerging literacy skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing early intervention to at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Funding Sources:</b> PK paraprofessional salaries - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$57,615.71</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			







**Goal 1:** Goal 1: [ELAR] (1A) By May 2023, the percentage of 3rd grade students scoring at the Meets category will increase by 6%, from 57% to 63% on the ELAR STAAR.

(1B) By May 2023, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase by 5%, from 70% to 75%, as measured on the GRA Assessment.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers, coaches, and administrators will meet with PLCs at least twice monthly to discuss student performance and determine intervention plans.  <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Principal, Assistant Principal, CORE 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 track academic growth utilizing data tracking sheets for summative and formative assessments. Data sheets will divide students by Masters, Meets, and Approaches based on initial student data. (including Sped and EBs) Students will earn incentives for meeting goals.  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, CORE team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Use Universal Screeners and student data to identify and monitor students most at risk of not meeting the challenging State academic standards on MTSS during PLCs, to gain an increase in Academic Growth in the Asian Sub Pop by 10% to meet targeted status.  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, CORE team, Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All students performing below grade level expectation according to District/State Assessments will receive intervention (decoding and comprehension) in efforts to close the gaps.  <b>Staff Responsible for Monitoring:</b> Administrators, CORE team, Teachers   <b>Funding Sources:</b> supplies - 199 PIC 25 State Bilingual/ESL - \$580</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Tutor at-risk students and MTSS Tier 3 students in Grades K-5 in Reading/Writing. Utilize a part time tutor and or blended learning experiences for at-risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, CORE team</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> salaries, supplies - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> HB4545 students who were unsuccessful on the Reading STAAR will be provided 30 hours of intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and confidence in reading content</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Core Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 1:** Goal 1: [ELAR] (1A) By May 2023, the percentage of 3rd grade students scoring at the Meets category will increase by 6%, from 57% to 63% on the ELAR STAAR.


(1B) By May 2023, the percentage of K-2 students at Hutchison Elementary reading on or above grade level will increase by 5%, from 70% to 75%, as measured on the GRA Assessment.


**Performance Objective 3:** By May 2023, Hutchison Elementary will improve inferencing skills in 3rd-5th Grade by 5% from 73% to 78% as evidenced on district assessments and state STAAR reports.


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize ALP personnel to assist in training all staff on inferencing strategies for all students with specific expectations for classroom teachers. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> At-risk students will utilize current and relevant fiction and nonfiction books from the library to complete inquiry based projects. <b>Staff Responsible for Monitoring:</b> Librarian, Instructional Coaches  <b>Title I:</b> 2.6 <b>Funding Sources:</b> books and supplies - 199 PIC 25 State Bilingual/ESL - \$1,626	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> At-Risk students will utilize high yield engagement strategies and resources in all ELAR classrooms to enhance student interaction with text and improve student inferencing strategies. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, Teachers  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 211 Title I, Part A - \$1,500	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Utilize Literacy and EB Coach to model and coach teachers on implementation of Small Moves, Big Gains and inferencing strategies. <b>Strategy's Expected Result/Impact:</b> EB coach training and conference to impact Tier 1 Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Staff Responsible for Monitoring:** Principal, Literacy Coaches

**Funding Sources:** professional books - 199 PIC 25 State Bilingual/ESL - \$1,250

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** Goal 2: [Math](2A) By May 2023, the percentage of students scoring at the Meets Scoring Category will increase by 8%, from 54% to 62%, on Math STAAR.  
 (2B) By May 2023, students in 1st-2nd grades at Hutchison Elementary scoring on or above grade level will increase by 5% as measured by the district End of Year Assessment NWEA-MAP.

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





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Coordinate and execute high quality staff development (Guided Math, Number Talks, Fact Fluency) to target the needs of every learner in to ensure all student groups meet the challenging state academic standards to include SPED, EL, and ED.  <b>Staff Responsible for Monitoring:</b> District Math Personnel, Administrators, Instructional Specialist, Math Coach   <b>Funding Sources:</b> staff training, supplies - 211 Title I, Part A - \$1,300, teacher conferences &amp; - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize PLCs (data teams) to track progress and evaluate established outcomes of math staff development to include teacher proficiency and all student growth.  <b>Staff Responsible for Monitoring:</b> Principal, Core Team, Instructional Coaches, Teachers, District Math Personnel</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All students will utilize technology to access grade level curriculum such as Dream Box, STEMscopes Math, and various Math strategies to enhance the Tier 1 instructional program.  <b>Staff Responsible for Monitoring:</b> Math Coach, Teachers, CORE team   <b>Title I:</b>            2.4, 2.6  <b>Funding Sources:</b> - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$1,800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> All PK through 3rd grade teachers, including special education teachers and principals, will complete The HB3 Reading Academy over the next 3 years. (Equipping Math teachers with the ability to teach literacy skills will enable them to help students solve problems from verbal descriptions)  <b>Staff Responsible for Monitoring:</b> Principal, Literacy Coach, PK-3 teachers, Special Ed teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Goal 2: [Math](2A) By May 2023, the percentage of students scoring at the Meets Scoring Category will increase by 8%, from 54% to 62%, on Math STAAR.

(2B) By May 2023, students in 1st-2nd grades at Hutchison Elementary scoring on or above grade level will increase by 5% as measured by the district End of Year Assessment NWEA-MAP.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Meet bi-weekly in PLCs to utilize data to track and identify at-risk students and provide instructional support in Guided Math and MTSS to all student groups to include Sped, Asian sub-pop, White sub-pop students and study TEKS to create common formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and improve Tier 1 instruction while identifying students who need intervention or enrichment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CORE team, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Use PLC data to target high yield strategies for use during deep practice that will result in student achievement in all student groups to include Emergent Bilingual and Increase Special Education and Non Continuously Enrolled Sub Pop Achievement growth by 2% to meet targeted improvement status.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and improve Tier 1 instruction while identifying students who need intervention or enrichment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> supplies, student intervention materials - 211 Title I, Part A - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will utilize high yield strategies and resources to increase engagement such as deep practice and Number Talks to increase math discourse in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the use of academic vocabulary during math instruction and promote writing across the disciplines.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CORE team, Teachers</p> <p><b>Funding Sources:</b> supplies - 211 Title I, Part A - \$2,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students reporting below level expectations based on District/State assessments will receive intervention in efforts to close achievement gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Target students in need of intervention</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CORE team, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Tutor at-risk students and MTSS Tier 3 students in grades 2nd-5th in math. Utilize a part time tutor and/or blended learning experiences for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement for Tier 3 students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches, CORE team</p> <p><b>Funding Sources:</b> salaries, student intervention materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> HB4545 students who were unsuccessful on the Math STAAR will be provided 30 hours of intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and confidence in math content</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Principal, Core Team</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize campus Instructional Facilitator to support Tier 1 instruction, provide intervention, set goals, and track student academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement for all students</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CORE team</p> <p><b>Funding Sources:</b> Instructional Coach/Partial salary - 211 Title I, Part A - \$40,387</p>	<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 3:** [Science] (2A) By May 2023, the percentage of students scoring at the Meets Scoring Category will increase by 10%, from 42% to 52%, on the Science STAAR.

(2B) By May 2023, students in 1st-2nd grades at Hutchison Elementary scoring on or above grade level will increase by 5% as measured by the district End of Year Assessment, NWEA-MAP.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Meet biweekly in PLCs to track student progress to create small groups.  <b>Strategy's Expected Result/Impact:</b> Student growth and improve Tier 1 instruction.  <b>Staff Responsible for Monitoring:</b> Principal, CORE, Science Teachers, District Science Coordinator</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students who are at risk of not meeting the challenging state academic standards will use high yield strategies such as graphic organizers or other supplemental aids during Deep Practice to support high quality Tier 1 instruction.  <b>Strategy's Expected Result/Impact:</b> Student growth and improve Tier 1 instruction.  <b>Staff Responsible for Monitoring:</b> Principal, Science Teachers, Academic Facilitator   <b>Funding Sources:</b> supplemental aids, hands on materials - 211 Title I, Part A - \$526</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All 5th graders performing below grade level expectation based on District/State Assessments will receive intervention to increase science skills utilizing various technology resources in efforts to close achievement gaps.  <b>Strategy's Expected Result/Impact:</b> Increase in the knowledge of science TEKS  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Science teachers   <b>Funding Sources:</b> supplies, technology - 211 Title I, Part A - \$3,800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Tutor at-risk students and MTSS Tier 3 students in grade 5 in science. Utilize a part time tutor and/or blending learning experiences for at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Facilitator, CORE team, and teachers</p> <p><b>Title I:</b> 2.6</p> <p><b>Funding Sources:</b> salaries, supplies - 211 Title I, Part A - \$2,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Utilize campus Instructional Coach to support Tier 1 instruction, provide intervention, set goals, and track student academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in science</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Funding Sources:</b> Instructional Coach/Partial Salary - 211 Title I, Part A - \$40,387</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** [Science] (2A) By May 2023, the percentage of students scoring at the Meets Scoring Category will increase by 10%, from 42% to 52%, on the Science STAAR.

(2B) By May 2023, students in 1st-2nd grades at Hutchison Elementary scoring on or above grade level will increase by 5% as measured by the district End of Year Assessment, NWEA-MAP.





**Performance Objective 2:** Emphasize Hands On Learning and Scientific Inquiry

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will utilize the Science Lab 2 times per 9 weeks to provide hands-on investigations and scientific observations to increase their understanding of the scientific process and concepts for a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will deepen their understanding of science concepts through hands on investigation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, and Academic Facilitator</p> <p><b>Funding Sources:</b> - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$656</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide 2 events per year for all students that facilitate scientific observation that relate to grade level science TEKS for a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will deepen their understanding of science concepts through real-life experiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Team Leaders, Academic Facilitator</p> <p><b>Title I:</b> 2.5</p> <p><b>Funding Sources:</b> science activities, supplies - 211 Title I, Part A - \$1,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Staff will attend high quality conferences/professional development to educate teachers on best practices and strategies to increase student achievement and fill in learning gaps for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase effectiveness of Tier 1 instruction and student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coaches</p> <p><b>Funding Sources:</b> staff training &amp; conferences - 211 Title I, Part A - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Teachers will utilize Stemsscopes, Inquiry Illuminated, and non-fiction texts that align with grade-level science TEKS to integrate science throughout the curriculum, emphasizing student talk and hands-on learning to support all student groups for a well-rounded education.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote cross-curricular learning and inquiry based activities that promote writing and real- life application.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Academic Facilitator</p> <p><b>Funding Sources:</b> student science activities, supplies - 199 PIC 25 State Bilingual/ESL - \$500</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 4:** By May 2023, Hutchison Elementary will increase parental knowledge of academic activities, strategies, events, and importance of attendance to increase student achievement by 10%, from 75% to 85%, through electronic and traditional communication as measured by the Campus Climate Survey.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Communicate district and campus events using multiple methods of communication, including social media and website, with all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable about campus events and parental involvement opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will utilize The Weekly Buzz and The Stinger to increase parental/community engagement and awareness of campus activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be knowledgeable about campus events and parental involvement opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 4:** By May 2023, Hutchison Elementary will increase parental knowledge of academic activities, strategies, events, and importance of attendance to increase student achievement by 10%, from 75% to 85%, through electronic and traditional communication as measured by the Campus Climate Survey.

**Performance Objective 2:** Provide academic resources and training to parents to support student learning outside of the classroom.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Host parent workshop to help them learn methods for supporting their students' education.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent confidence in supporting students and their overall involvement in educational setting.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Instructional Coaches</p> <p><b>Title I:</b> 4.1, 4.2</p> <p><b>Funding Sources:</b> parent resources, supplies - 199 PIC 25 State Bilingual/ESL - \$1,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff will provide modeling of instructional strategies via parent conference, Canvas, or weekly newsletters.</p> <p><b>Strategy's Expected Result/Impact:</b> Empower parents to assist students with instructional activities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 4:** By May 2023, Hutchison Elementary will increase parental knowledge of academic activities, strategies, events, and importance of attendance to increase student achievement by 10%, from 75% to 85%, through electronic and traditional communication as measured by the Campus Climate Survey.

**Performance Objective 3:** Communicate with parents the importance of student attendance to increase opportunities for academic success.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Attendance review committee will meet once per nine weeks to review attendance reports and send notices to parents.	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> PBIS committee will provide education and incentives to encourage continuous attendance.  <b>Funding Sources:</b> student incentives - 211 Title I, Part A - \$1,250	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 5:** By June 2023, Hutchison Elementary will decrease the number of students and staff who are concerned about bullying and discipline by 10% as measured by the Campus Climate Survey.

**Performance Objective 1:** Hutchison Elementary will increase professional development opportunities, direct lessons, and resources to promote an anti-bullying environment to improve the social-emotional well-being of students and staff.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> All students will implement Character Counts as guided by the district and led by the counselor. Lessons will be presented to classes every six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> To promote a culture of respect and to build citizenship and decrease student conflict.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors</p> <p><b>Funding Sources:</b> - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Staff members will participate in monthly team building activities at designated staff meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will develop trust, empathy, and meaningful relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselors, Teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** By June 2023, Hutchison Elementary will decrease the number of students and staff who are concerned about bullying and discipline by 10% as measured by the Campus Climate Survey.

**Performance Objective 2:** Hutchison Elementary will provide a safe, inclusive, and effective school climate.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students and staff will participate in an annual Leadership Day to highlight individual and collective leadership qualities.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will celebrate success and diversity while showcasing their leadership skills to parents and community members.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Lighthouse Coordinators</p> <p><b>Funding Sources:</b> supplies, student incentives and awards - 211 Title I, Part A - \$800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Students and staff will implement and participate in 3 school wide No Place for Hate anti-bias and anti-bullying activities per year to ensure a safe school environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote a respectful and inclusive environment for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Funding Sources:</b> supplies, student incentives - 211 Title I, Part A - \$800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> PBIS Committee will enhance the campus PBIS by creating campus currency and opening a School Store to serve as an incentive to reinforce good choices along with Character Counts lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Promote a positive campus environment and decrease the amount of disruptive behaviors thereby decreasing the number of discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, CORE Team, Lighthouse Committee</p> <p><b>Funding Sources:</b> supplies, positive incentives - 211 Title I, Part A - \$1,250</p>	<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>			



# State Compensatory

## Budget for Hutchison Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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## Personnel for Hutchison Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth Morton	Pre K Aide	1
Ileana Reyes	Pre K Aide	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jazmine Hall	Academic Facilitator	Title I	1.00

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development/Training		\$3,000.00
1	1	4	technology, supplies		\$2,500.00
1	3	3			\$1,500.00
2	1	1	staff training, supplies		\$1,300.00
2	2	2	supplies, student intervention materials		\$500.00
2	2	3	supplies		\$2,500.00
2	2	7	Instructional Coach/Partial salary		\$40,387.00
3	1	2	supplemental aids, hands on materials		\$526.00
3	1	3	supplies, technology		\$3,800.00
3	1	4	salaries, supplies		\$2,000.00
3	1	5	Instructional Coach/Partial Salary		\$40,387.00
3	2	2	science activities, supplies		\$1,000.00
3	2	3	staff training & conferences		\$500.00
4	3	2	student incentives		\$1,250.00
5	2	1	supplies, student incentives and awards		\$800.00
5	2	2	supplies, student incentives		\$800.00
5	2	3	supplies, positive incentives		\$1,250.00
<b>Sub-Total</b>					\$104,000.00
<b>Budgeted Fund Source Amount</b>					\$104,000.00
<b>+/- Difference</b>					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	PK paraprofessional salaries		\$57,615.71
1	2	5	salaries, supplies		\$4,000.00
2	1	1	teacher conferences &		\$1,000.00
2	1	3			\$1,800.00
2	2	5	salaries, student intervention materials		\$3,000.00

199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$656.00
5	1	1			\$500.00
<b>Sub-Total</b>					\$68,571.71
<b>Budgeted Fund Source Amount</b>					\$68,571.71
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	supplies		\$580.00
1	3	2	books and supplies		\$1,626.00
1	3	4	professional books		\$1,250.00
3	2	4	student science activities, supplies		\$500.00
4	2	1	parent resources, supplies		\$1,500.00
<b>Sub-Total</b>					\$5,456.00
<b>Budgeted Fund Source Amount</b>					\$5,456.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$178,027.71
<b>Grand Total Spent</b>					\$178,027.71
<b>+/- Difference</b>					\$0.00