Huntsville Independent School District

Huntsville Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 08, 2026 at 07:50 AM

Mission Statement

Huntsville ISD is Building Champions by partnering with our community to be a word class school system where every student is inspired, encouraged, and empowered to be a learner, graduate, and a success.

Vision

Building Champions - Every One. Every Day.

School Motto: It's All About Success at HES!!!

We are on our way to being an "A"!!

Value Statement

- **We Believe Every Child Can Succeed.**
  Every student has unique strengths, and we nurture their potential every day.
- **We Build Champions Through Relationships.**
  Strong, caring connections between students, staff, and families create the foundation for learning and growth.
- **We Inspire a Love of Learning.**
  We make learning engaging, challenging, and meaningful so students develop curiosity and confidence.
- **We Encourage Growth and Grit.**
  Mistakes are part of learning—champions persevere, reflect, and keep going.
- **We Empower Students to Lead.**
  We help students take ownership of their choices, learning, and success.
- **We Partner with Families and the Community.**
  Together, we create a supportive network that champions every child’s success.
- **We Model Integrity and Respect.**
  We treat others with kindness, fairness, and honesty in all we do.
- **We Strive for Excellence Every Day.**
  High expectations and continuous improvement help every student and staff member grow.
- **We Celebrate Diversity and Belonging.**
  Every child is valued, respected, and celebrated for who they are.
- **We Create a Safe and Joyful Learning Environment.**
  We ensure every classroom is a place where students feel safe, seen, and ready to learn.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Overall Needs Summary

Huntsville Elementary has demonstrated progress in its improvement efforts, moving from an F to a D accountability rating; however, continued focused improvement is necessary to achieve a C or higher rating and ensure stronger outcomes for all students. Academic data indicate a need to increase overall achievement at the Approaches, Meets, and Masters levels while accelerating student growth and closing achievement gaps among student groups, particularly students receiving special education services, emergent bilingual students, economically disadvantaged students, African American students, and Hispanic students. Priority needs include strengthening the consistent implementation of rigorous Tier 1 instruction and high-quality instructional materials, improving the effectiveness of PLC and data-driven planning processes, providing timely and targeted intervention through MTSS, and strengthening early literacy and mathematics foundations. Student attendance also remains a significant need, as lost instructional time directly affects opportunities for academic growth.

The comprehensive needs assessment also identified important organizational and culture-related priorities that support academic improvement. HES needs greater consistency in the implementation, communication, monitoring, and follow-through of campus systems and expectations. Strengthening staff communication, collaboration, professionalism, reliability, and shared accountability will be essential to creating a positive culture of continuous improvement. The campus must also continue consistent implementation of CKH, the 3 Bs, PBIS, and positive behavior supports while strengthening meaningful family partnerships focused on student learning, attendance, and academic progress. Moving forward, HES will prioritize high-quality instruction, purposeful use of data, targeted student support, consistent campus systems, strong relationships, and collective accountability to ensure every student has the opportunity to learn, persevere, and succeed.

1. Demographics Needs

- Continue strengthening differentiated Tier 1 instruction to meet the needs of economically disadvantaged, Emergent Bilingual, Special Education, at-risk, and mobile students.
- Ensure students entering HES with varying levels of academic readiness receive timely support.
- Strengthen communication and family engagement systems that are accessible to families from diverse linguistic and socioeconomic backgrounds.
- Closely monitor student-group data to ensure demographic factors do not predict academic outcomes.

2. Student Achievement Needs

- Increase the percentage of students achieving Approaches, Meets, and Masters Grade Level.
- Place greater emphasis on moving students from Did Not Meet to Approaches and from Approaches to Meets/Masters.
- Accelerate academic growth in RLA and mathematics.
- Close achievement and growth gaps among evaluated student groups.
- Strengthen consistency and rigor of Tier 1 instruction.
- Improve fidelity of HQIM implementation.
- Ensure PLCs consistently result in instructional responses to identified student needs.
- Strengthen intervention, progress monitoring, and enrichment systems.
- Improve student attendance and reduce lost instructional time.

3. School Culture and Climate Needs

- Improve the consistency, clarity, and timeliness of staff communication.
- Strengthen staff trust, collaboration, morale, and shared ownership.
- Ensure behavioral expectations are consistently taught and reinforced across classrooms and common areas.
- Increase consistency in staff implementation of campus procedures and expectations.
- Continue developing a culture of high expectations, accountability, recognition, and mutual respect for both students and adults.

4. Staff Quality, Recruitment and Retention Needs

- Increase consistency in implementation of high-quality Tier 1 instruction and HQIM.
- Differentiate professional development based on teacher and student needs.
- Strengthen professional accountability, reliability, punctuality, and follow-through.
- Improve collaboration and professional communication.
- Continue developing staff capacity to serve diverse and specialized student populations.
- Monitor professional learning to determine whether it results in improved classroom practice and student outcomes.

5. Parent, Family and Community Engagement Needs

- Increase meaningful family involvement in academics.
- Help families understand grade-level expectations, assessment information, academic progress, attendance, and ways to support learning at home.
- Ensure communication is accessible, timely, understandable, and available in families' preferred languages when appropriate.
- Provide varied opportunities for participation to accommodate work schedules and other barriers.
- Strengthen two-way communication rather than relying primarily on information being sent from the school to families.

6. School Organization Needs

- Increase consistency and fidelity of implementation across established campus systems.
- Strengthen monitoring and follow-through.
- Increase shared leadership and staff ownership of campus improvement.
- Protect Tier 1 instructional time and intervention/extension time.
- Ensure PLCs are focused, timely, data-driven, and connected to instructional action.
- Implement a consistent attendance-monitoring and intervention process.
- Improve internal communication across administration, teams, committees, and staff.

7. Technology Needs

- Maintain and replace technology as part of a long-range replacement cycle.
- Continue supporting access to district-approved instructional and assessment programs.
- Monitor technology needs as enrollment, programs, and instructional practices change.
- Remain mindful that home broadband access is not universal when requiring technology use outside the school day.

8. Curriculum, Instruction and Assessment Needs

- Increase fidelity and consistency of HQIM implementation.
- Strengthen rigorous Tier 1 instruction before relying on intervention to address learning gaps.
- Ensure assessment data result in timely instructional action.
- Increase consistency and effectiveness of PLC processes.
- Strengthen differentiation for Special Education, Emergent Bilingual, economically disadvantaged, at-risk, and other student groups.
- Increase opportunities for students to demonstrate higher levels of thinking and move from Approaches toward Meets and Masters.
- Ensure interventions are targeted, skill-specific, monitored, and adjusted according to student response.

Student Learning

Summary

Data Documentation for CNA

Data Documentation for CNA

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**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Effective Schools Framework data**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **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**

- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio

- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] T-TESS data
- [x] Teacher recruitment/retention rates and other data
- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate

Support Systems and Other Data

- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data
- [x] Technology and resource allocation data
- [x] Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1

ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 1 ☑ High Priority

By the end of the 2026-27 school year, Huntsville Elementary will increase student achievement across all STAAR-tested subjects from the 2026 baseline of 60% Approaches, 33% Meets, and 13% Masters to at least 68% Approaches, 40% Meets, and 17% Masters, contributing to an overall campus accountability rating of C or higher.

Evaluation Data Source: Common Formative Assessments
Common Summative Assessments
iReady
Student Work Samples
PLC Agendas
TTESS and Campus Walkthroughs
STAAR Data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

High-Quality Tier 1 Instruction: Teachers will implement district-adopted HQIM and curriculum resources with fidelity, including Bluebonnet Learning for K-5 RLA and mathematics, McGraw Hill Science, Studies Weekly Social Studies, and Texas Prekindergarten Guidelines-aligned curriculum. Instruction will prioritize grade-level TEKS, appropriate rigor, student discourse, checks for understanding, and responsive instructional practices.

Strategy's Expected Result/Impact: Demonstrate measurable growth and overall improvement in student performance across all core academic areas, as evidenced by increased proficiency and progress on campus, district, and state assessments.

Staff Responsible for Monitoring: Instructional Coaches

Funding Sources: LOCAL,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October	January	March	June

Strategy 2 ☑ Targeted Support Strategy

PLC/Data Cycle and Instructional Support: Campus leadership, instructional support staff, and teachers will engage in consistent PLC/data cycles to analyze Bluebonnet assessments, common assessments, district benchmarks, i-Ready, student work, and other formative data; identify priority standards and misconceptions; plan reteach/enrichment; and monitor implementation through walkthroughs, feedback, coaching, modeling, and differentiated professional support.

Staff Responsible for Monitoring: Instructional Coaches

Funding Sources: LOCAL,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October	January	March	June

Performance Objective 2 ☑ High Priority

By the end of the 2026-27 school year, Huntsville Elementary will increase the Academic Growth score from 56 to at least 65 and demonstrate measurable improvement toward Closing the Gaps targets for all evaluated student groups, with particular attention to student groups not meeting 2026 federal accountability targets.

Evaluation Data Source: Common Formative Assessments
Common Summative Assessments
iReady
Growth Measures - Domain 3
PLC Agendas
TTESS and Campus Walkthroughs
MTSS Data - Intervention Groups
STAAR Data

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

MTSS and Targeted Intervention: HES will implement a consistent MTSS process in which universal screening, classroom performance, assessment data, and progress monitoring are used to identify students requiring Tier 2/Tier 3 support. Protected intervention/enrichment time will provide targeted, skill-specific instruction, with student progress reviewed regularly and interventions adjusted based on response.

Staff Responsible for Monitoring: MTSS Coordinator

Funding Sources: LOCAL,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Student-Group Accountability: PLCs and campus leadership will disaggregate achievement and growth data by student group and individual student to identify gaps, establish short-cycle targets, monitor progress, and provide differentiated instructional support, intervention, accommodations, and enrichment necessary for students to demonstrate expected or accelerated growth.

Staff Responsible for Monitoring: Assistant Principal: 3-5

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By the end of the 2026-27 school year, the percentage of PK-2 students meeting or exceeding end-of-year grade-level expectations in foundational literacy and mathematics will increase by at least 5 percentage points from beginning-of-year/baseline performance, with progress monitored throughout the year to ensure students are on track for future grade-level success.

Evaluation Data Source: Common Formative Assessments
Common Summative Assessments
iReady
PLC Agendas
TPRI/Circle/KPM

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Foundational Instruction: PK-2 teachers will provide explicit, systematic, standards-aligned foundational literacy and mathematics instruction using adopted curriculum resources, Texas Prekindergarten Guidelines, Bluebonnet Learning, and appropriate supplemental resources, with emphasis on early literacy, phonemic awareness/phonics, vocabulary, number sense, and mathematical reasoning.

Staff Responsible for Monitoring: Instructional Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Strategy 2

Early Identification and Response: Teachers, interventionists, instructional support staff, and administrators will use CIRCLE, TPRI/Tejas LEE, i-Ready, Bluebonnet assessments, classroom performance, and progress-monitoring data to identify students not on track and provide timely targeted intervention and instructional adjustments.

Staff Responsible for Monitoring: Instructional Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	June

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

By the end of the 2026-27 school year, Huntsville Elementary will increase average daily attendance from 93.1% to at least 95.0% and reduce chronic absenteeism through early identification, family communication, intervention, and positive recognition.

Evaluation Data Source: Everyday Labs Data
Skyward Reports

Strategy 1 ☑ Additional Targeted Support Strategy

Attendance Monitoring and Intervention: The campus will implement a consistent attendance-monitoring system to identify attendance concerns early, communicate with families, determine barriers, provide appropriate supports, and monitor students with patterns of excessive or chronic absence.

Staff Responsible for Monitoring: Assistant Principal: 3-5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

October	January	March	June

Strategy 2

Positive Attendance Culture: HES will promote consistent attendance through student, classroom, grade-level, and campus recognition; positive family communication; and clear messaging connecting attendance to academic achievement and the campus expectation that "We Are All About Success at HES."

Staff Responsible for Monitoring: Assistant Principal: 3-5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Goal 2

SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1

Throughout the 2026-27 school year, HES will implement consistent campus-wide behavioral and relationship-building systems that increase positive student behaviors, reduce repeated disciplinary incidents, and strengthen student belonging and school climate.

Evaluation Data Source: Discipline data (Skyward)
ISS/OSS data
Positive office referrals
LiveSchool Reports
CKH Implementation Walkthroughs
Staff, Student, and Family Surveys

Strategy 1

Common Campus Expectations: All staff will explicitly teach, model, reinforce, and consistently respond to student behavior using the campus **3 Bs--Be Safe, Be Respectful, Be Responsible--**and CKH principles and processes. Campus leadership will monitor implementation and provide reinforcement, feedback, and support to ensure consistent expectations across all settings.

Staff Responsible for Monitoring: Assistant Principal: PK-2

Funding Sources: LOCAL,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Strategy 2

Positive Behavior Recognition: The PBIS Committee and campus staff will maintain a coordinated positive behavior recognition system using LiveSchool points, positive office referrals, student celebrations, and other campus incentives to recognize students demonstrating the 3 Bs, positive character, academic effort, growth, and responsible decision-making.

Staff Responsible for Monitoring: Assistant Principal: PK-2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	June

Performance Objective 2

HES will maintain 100% compliance with required safety drills, emergency procedures, safety audits, and district/state safety requirements while increasing staff and student readiness to respond appropriately during emergency situations.

Evaluation Data Source: Safety Check Sheets
Emergency Drill sheets

Strategy 1

Campus leadership will implement, communicate, practice, monitor, and review all required emergency procedures and drills and use drill observations, safety checks, and staff feedback to identify and correct areas needing improvement.

Staff Responsible for Monitoring: Assistant Principal: PK-2

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

The campus safety/emergency management team will regularly review campus safety procedures, facilities concerns, supervision systems, and emergency readiness and communicate necessary adjustments to staff.

Staff Responsible for Monitoring: Assistant Principal: PK-2

Formative Reviews

October	January	March	June

Goal 3

COMMUNITY INVOLVEMENT
The District will provide parent and community partnerships in an environment that promotes trust and collaboration.

Performance Objective 1

During the 2026-27 school year, HES will strengthen family engagement in student learning by providing consistent, accessible opportunities for families to understand grade-level expectations, student academic progress, assessment results, attendance expectations, and strategies for supporting learning at home.

Evaluation Data Source: Family/Community Sign in sheets
Time 2 Read volunteer logs
Title 1 tutor logs
Title 1 Documentation
Parent/Teacher Conference Records
Staff, Student and Family Surveys

Strategy 1

Academic Family Engagement: HES will provide purposeful family-learning opportunities connected to campus academic priorities, including literacy and mathematics events, conferences, curriculum/assessment information, and resources families can use to reinforce learning at home.

Staff Responsible for Monitoring: Counselor

Funding Sources: Supplies and Snacks for PFE events 211 - Title I, Part A, $3,200

Formative Reviews

October	January	March	June

Strategy 2

Consistent Two-Way Communication: Teachers and campus leadership will maintain timely, accessible, and culturally responsive two-way communication with families regarding student progress, attendance, celebrations, concerns, campus programs, and opportunities for involvement using district-approved communication systems and translated communication when needed.

Staff Responsible for Monitoring: Principal

Formative Reviews

October	January	March	June

Goal 4

RESOURCES
The District will ensure fiscal accountability and responsibility through transparent and sound stewardship of our resources.

Performance Objective 1

Throughout the 2026-27 school year, HES will prioritize and allocate available local, state, and federal resources based on identified campus needs and evidence of impact, with priority given to improving student achievement, strengthening Tier 1 instruction, providing intervention, supporting staff capacity, ensuring student safety, and providing equitable access to high-quality instructional resources.

Evaluation Data Source: Budget Reports
Safety Logs
Common Formative Assessments
Common Summative Assessments
iReady
Growth Measures - Domain 3
PLC Agendas
TTESS and Campus Walkthroughs
MTSS Data - Intervention Groups
STAAR Data

Strategy 1

Needs-Based Resource Allocation: Campus leadership will use the Comprehensive Needs Assessment, accountability data, student performance data, staff input, and program effectiveness information to prioritize expenditures and align available resources with the campus's highest-impact academic, intervention, safety, and professional-learning needs.

Staff Responsible for Monitoring: Principal

Funding Sources: Student & Teacher equipment needs/replacements 211 - Title I, Part A, $15,500, Rosetta Stone access for EB students 263 - Title III, Part A,

Formative Reviews

October	January	March	June

Strategy 2

Monitor Impact: Campus leadership will periodically review the implementation, utilization, and effectiveness of significant instructional programs, materials, technology, personnel supports, and other funded initiatives and adjust resource allocation when evidence indicates a greater need or higher-impact use.

Staff Responsible for Monitoring: Instructional Coaches

Funding Sources: LOCAL,

TEA Priorities: Improve low-performing schools

Formative Reviews

October	January	March	June

Goal 5

STAFF
The District will recruit and retain exceptional staff to inspire, encourage, and empower student academic and social success.

Performance Objective 1

During the 2026-27 school year, all instructional staff will participate in differentiated professional learning and support aligned to identified campus, teacher, and student needs, resulting in measurable improvement in instructional practice and implementation of campus instructional priorities.

Evaluation Data Source: Teacher turnover rate
Teacher Tracker data
TTESS and Campus Walkthroughs/Observations
Staff, Student, and Family Surveys
Campus Committee Agendas
Campus Professional Development Plan

Strategy 1

Differentiated Professional Support: Campus leadership will use student performance data, walkthroughs, T-TESS evidence, PLC observations, teacher input, and identified campus needs to provide differentiated professional learning and support through coaching, modeling, collaborative planning, mentoring, feedback, professional development, and other appropriate supports.

Staff Responsible for Monitoring: Instructional Coaches

Funding Sources: Mentor Stipend 255 - Title II, Part A, , LOCAL,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

October	January	March	June

Strategy 2

New Teacher and Specialized Staff Support: HES will provide structured support for new teachers, clinical teachers, and staff serving specialized student populations through mentoring, professional learning, certification support, regular feedback, and access to campus/district instructional resources.

Staff Responsible for Monitoring: Assistant Principal: PK-2

Funding Sources: LOCAL,

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

October	January	March	June

Performance Objective 2

During the 2026-27 school year, HES will strengthen a culture of professionalism, reliability, collaboration, and collective accountability in which staff consistently meet campus expectations, fulfill professional responsibilities, contribute to campus improvement efforts, and maintain high expectations for themselves and students.

Evaluation Data Source: Teacher turnover rate
Teacher Tracker data
TTESS and Campus Walkthroughs/Observations
Staff, Student, and Family Surveys
Campus Committee Agendas
Campus Professional Development Plan

Strategy 1

Clear Expectations & Accountability: Campus leadership will clearly communicate, model, monitor, and reinforce expectations for professional responsibilities, including punctuality, attendance, duty responsibilities, instructional preparedness, timely participation in PLCs and meetings, implementation of campus systems, and professional conduct, while providing timely feedback and support when improvement is needed.

Staff Responsible for Monitoring: Principal

Formative Reviews

October	January	March	June

Strategy 2

Shared Leadership & Recognition: Staff will participate in collaborative teams, campus committees, PLCs, and other shared-leadership opportunities that promote ownership of campus improvement efforts, while HES will intentionally recognize staff contributions, growth, professionalism, collaboration, and accomplishments.

Staff Responsible for Monitoring: Principal

Formative Reviews

October	January	March	June

State Compensatory Education

State Compensatory

Budget for Huntsville Elementary

Total SCE Funds: $0.00

Total FTEs Funded by SCE: 12.05

Brief Description of SCE Services and/or Programs

Programs and services funded with SCE money support students through RTI, Dyslexia instruction, emergent bilingual education, early childhood education, and RLA instructional coach.

Personnel for Huntsville Elementary

Name	Position	FTE
Allison Moore	Dyslexia	0.95
Ana Marin	IA- Bilingual	1
Freda Shaw	Dyslexia Teacher	1
Kathryn Johnson	Interventionist - Rdg	1
Katie Johnson	Instructional Coach - RLA	1
Kirsten Fahy	IA-General	1
Melissa McMichael	IA- Bilingual	1
Nely Carbajal	Dyslexia - BIL	0.1
Sarai Hernandez-Esteban	IA - Bilingual	1
Sheri Moebes	Interventionist - Math	1
Tamatha Elliott	MTSS Specialist	1
Yamileth Urquiza Cortez	IA-General	1
Zoey Gambrell	IA- General	1

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

We collect data from teacher surveys, interviews, and through our PLC meetings. We also use data from accountability reports, campus generated reports (formative assessments), etc. analyze campus needs using historic and current data points.

Stakeholders are selected by campus votes and recommendations.

July 21 - Administrative team meeting (only campus personnel were involved- did not have a parent representative yet)

1.2 Location for Evidence of Multiple Meetings Held

During this school year we only conduct 2 meetings - our agendas and sign in sheets are in the Title 1 Crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The administrative team updated the existing CIP in the months of July and August - we did not keep agendas and sign in sheets.

2.2 Stakeholders 1114(b)(2)

Feedback is solicited from staff during PLCs held on Wednesdays. Parent input was solicited during Family Engagement night.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Please see Title1Crate for the following documentation.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Please see Title1Crate for the following documentation.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Please see Title1Crate for the following documentation.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Please see Title1Crate for the following documentation.

Title I Personnel

Name	Position	Program	FTE
Crissie Fowler	Instructional Coach - Math/Science	Title I	1
Shanna Hollis	EC - 2 Instructional Coach	Title I	1

Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Supplies and Snacks for PFE events	--	$3,200.00
4	1	1	Student & Teacher equipment needs/ replacements	--	$15,500.00
				Sub-Total	$18,700.00
				Budgeted Fund Source Amount	$211,028.00
				+/- Difference	**$192,328.00**

255 - Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Mentor Stipend	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

263 - Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Rosetta Stone access for EB students	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,475.00
				+/- Difference	**$50,475.00**

IDEA B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

LOCAL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2		--	$0.00
1	2	1		--	$0.00
2	1	1		--	$0.00
2	2	1		--	$0.00
4	1	2		--	$0.00
5	1	1		--	$0.00
5	1	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

214 - Title IV, Part A, Sub 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

212 - Title I, Part A, School Improvement Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Parent Involvement Policy
Huntsville Elementary School

Statement of Purpose

Huntsville Elementary is committed to providing a quality education for every student. We are working hard to establish a partnership between parents, teachers and the community to create an environment that has a focus on our student's social/emotional needs as well as our student's ability to achieve their personal learning goals.

We have established campus goals that reflect high expectations of continued student success. We recognize that some students may need additional assistance through various programs to reach their goals and have a continuous response to intervention provided during the school day to assist with individual learning needs.

Developing the Parent Involvement Policy

Huntsville Elementary has a Campus Advisory Committee consisting of teachers, administrators, parents and community members that meet and develop and review the Parent Involvement Policy annually. Input used to develop the policy is gathered from data from the state, district and school as well as surveys from the parents and staff. Surveys were printed in English and Spanish to meet the needs of parents.

Parent Meeting

A parent meeting is scheduled in the Fall of every school year to inform parents of Title I requirements and programs, parent conferences, home-school compact, grade level expectations and parent involvement activities.

Home-School Compact

Huntsville Elementary has developed a Home-School Compact that details the responsibilities of the parent, student and teacher to ensure the success for the student. The compact is signed by the teacher, the student and the parent and returned to school.

Building Capacity

Huntsville Elementary will build capacity by providing assistance to parents in understanding functions of the school, curriculum requirements, requirements of Title I, Part A, monitoring student progress and ways to work with educators to improve the achievement of their children. In addition, HES will participate in the Science of Teaching Reading and support reading both at school and at home. Opportunities for parent training and involvement will be provided throughout the school year. HES will ensure effective communication in the student's home language in a variety of ways.

Staff and Parent Communication

The staff has been trained in ways to effectively communicate with parents. Communications with parents will include monthly newsletters, parent conferences, weekly take-home folders, phone calls, written and digital communications, and emails when necessary. Academic progress will be communicated continuously every few weeks by progress reports and report cards.

Evaluation

The Campus Advisory Committee will review and evaluate aspects of the Parent Involvement Policy and make adjustments and revisions annually. Parent and student needs will be assessed through questionnaires and parent surveys, as well as from continuous feedback received throughout the school year.

Adoption of Policy

The Huntsville Elementary Parent Involvement Policy has been developed and revised jointly with, and agreed upon with, parents of children participating in the Title I, Part A program. The Parent Involvement Policy was developed/revised by Huntsville Elementary in June of 2026. This policy will be in effect for the remainder of the 2026-2027 school year. It will also be available on our website in the month of August prior to the beginning of school.

Huntsville Elementary Accelerated Instruction Plan 2026–2027

Huntsville Elementary provides a daily, campus-wide intervention and accelerated instruction period for all grade levels. This protected instructional time is designed to provide timely, targeted support based on individual student needs and to support compliance with applicable state accelerated instruction requirements.

Students are prioritized for services based on state accelerated instruction requirements and current academic need. During the intervention period, students receive targeted instruction in reading, mathematics, and test-taking/assessment skills, as appropriate. Targeted support is also provided for emergent bilingual students, and students requiring dyslexia instruction may receive designated services during this time. Instruction may be provided by classroom teachers, instructional coaches, interventionists, special program staff, and other available instructional personnel.

Student placement and instructional focus are data-driven and flexible. Students are grouped and regrouped throughout the year based on STAAR results, Bluebonnet assessments, i-Ready data, district benchmarks and common assessments, classroom assessments and student work, MTSS progress-monitoring data, and other applicable program-specific measures. Staff regularly review student progress and adjust groupings, instructional focus, intensity, and supports based on demonstrated student need and response to intervention.

The campus administrative team, instructional coaches, MTSS staff, and teachers will monitor implementation and student progress throughout the year to ensure accelerated instruction remains targeted, responsive, and focused on accelerating student growth and closing achievement gaps.