Huntsville Independent School District

Huntsville Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Our responsibility is to help each student develop an enthusiasm for learning, a respect for self and others, and the skills to become a creative, independent thinker and problem-solver.

Vision

All students at HES will reach their optimal level of academic, social, and emothional success.

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

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

Value Statement

We will have honest dialogue and be proactive.

We will learn from one another and check in and change when necessary.

We will differentiate our instruction to meet the needs of all learners.

We will backwards plan, create rigorous assessments, and design lessons around the essentials.

We will collectively collaborate with data.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Huntsville Elementary has been growing and improving over the past several years. We are currently maintaining highly certified personnel and experiencing a very low staff turnover rate.

Overall Demographics according to 22-23 PEIMS snapshot data:

Total Number of Students	630
Economically Disadvantaged	74.6%
Hispanic	44.76%
African American	20%
White	33.17%
Two or More	1.27%
American Indian	.63%
LEP	28%
Special Education	16%
Gifted & Talented	6%
Dyslexic	2%
At Risk	60%

Demographics Strengths

Huntsville Elementary has a diverse student population and a fast growing enrollment. Each population brings a variety of culture and enrichment to the campus makeup.

The diversity of the campus enables students from a variety of expereiences to come together to learn and grow together. We are expecting a large influx of new students due to the addition of several subdivisions growing in our zone.

We also have a strong Bilingual program with fully certified personnel.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student engagement and motivation is difficult for students especially in the Economically Disadvantaged/At Risk population.
Root Cause: Lack of training in researched-based, engaging learning activities for teachers and parents.

Student Learning

Student Learning Summary

Huntsville Elementary received an "Met Standard" according to the Texas Education Agency 2022 Accountability Ratings. With current preliminary data received in July 2022, it appears that HES will be receiving and overall campus rating of "B".

2019 --Reading(60%), Mathematics (66%), Writing (47%)   -- Showing improvement in all tests and subjects for 2019.

2020 --No Results

2021 -- Overal base scores as follows: Reading (53%), Mathematics (53%)

2022 --Reading (68%), Mathematics (67%)

2023 -- Reading (70%), Mathematics (72%)

HES continues to make gains in overall student achievement.

Student Learning Strengths

The following are student achievement strengths:

- Student data is monitored throughout the year using the AWARE program. Frequent data meetings to determine individual student needs. Students are required to set personal goals and teachers help them to monitor their goals after assessments and benchmarks.
- Intervention/Extension time is embedded in the master schedule during the day. This time provides a consistent time for students and staff to work on interventions and extension. Our goal at HES is to target specific skills/learning targets that students may need.
- Design appropriate intervention lessons using individualized student data and set SMART goals for each student.
- A common collaboration time that provides professional growth for staff and allows for staff to collaborate with each other in regards to RTI, lesson planning and assessment design.
- Provide consistent use of resources across grade levels along with appropriate professional development in the use of those resources.
- Teachers conduct weekly collaborative planning meetings led by the team leader. Shared leadership model.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR results demonstrate that our students are not meeting the state standards in relative performance with emphasis on our special education students.
Root Cause: High quality first time instruction needs to be continually monitored and supported. Appropriate use of data analysis protocols and implementation of the learning cycle by all teachers must be maintained. Proper use of formative assessment to drive instructional decisions by all. Implement and monitor targeted interventions based on individualized student data.

Problem Statement 2: There continues to be underrepresented groups in achievement as represented in performance outcomes on standardized state assessments.
Root Cause: Lack of recognition and response to inequities in the instructional program.

Problem Statement 3: 70% of all students passed the 3rd/4th Reading 2023 STAAR. This is an increase of 3% since 2022.
Root Cause: A lack of consistent student attendance continues to be a concern. We have yet to return to pre-pandemic levels.

Problem Statement 4: 74% of all students passed the Math 2023 STAAR. This is an overall increase of 7% since 2022.
Root Cause: A lack of consistent student attendance continues to be a concern.

School Processes & Programs

School Processes & Programs Summary

Staff at HES are highly qualified. The number of teachers that have recieved English as a Second Language certification has increased. HES provides a variety of programs for students which include: Reading and Math intervention, Dyslexia Services, Gifted & Talented, ESL, Bilingual, Special Education, Art, Music, Media/Library, Technology Integration, Parent Outreach, and Community Involvment.

Teacher teams work collaboratively to develop proficiency maps, assessments, and high quality lessons which identify and focus on high impact/essential TEKS and learning targets. Learning Targets are assessed and students are provided intervention and extensions as a result.

Staff are involved in committees that promote the positive school climate and culture that exists at HES.

HES has a growing need for assistance and intervention with Spanish Speaking students especially at a Tier 2 and Tier 3 level.

There is also a need for student support in K-4 at the Tier 2&3 level for behavior and academics. A leveled behavior system is needed. Additonal campus training will be conducted to provide clear communication regarding student discipline and positive behavior supports.

A system for monitoring attendance of students will be refined this school year yielding a higher impact on student achievement. Attendance incentives for students, classes, grade levels, and staff will be implemented.

Arise2Read is a sustained volunteer program that will be coming back to HES this next year. This volunteer program focuses on reading support for students in 2nd grade through a systematic weekly review and practice of sight words and mentorship.

The Positive Behavior Interventions and Supports (PBIS) Committee is an active part of the overall school system that meets regularly to improve student performance through promoting academics, excellence in character, behavior, and over all social well being of students and staff.

School Processes & Programs Strengths

Postivie Behavior Support is an integral part of our campus wide system for student success both academically and behaviorly. Incentives for students and staff are in place to promote a postivie and supportive learning environment. Scheduling is student centered for all academic and extracurricular endeavors.

Wonder Workshop is provided for Gifted and Talented students monthly.

Arise2Read is a sustained volunteer program that will return to HES for the 21-22 school year. This volunteer program focuses on reading support for students in 2nd grade through a systematic weekly review and practice of sight words and mentorship.

Campus Committees add value to the campus through the organization of events, systems, student incentive, staff incentives/activities, and other areas of need on the campus that improve the overall climate and culture of the campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Reading Intervention needed for K-4 Spanish Speaking Students.
Root Cause: Lack of funding for an intervention teacher that is Spanish Speaking.

Perceptions

Perceptions Summary

Huntsville Elementary has a positive school climate based on feedback from parents, students and staff. HES has also been awarded the honor of being names a Model PLC School for the 21-22 school year. Students, staff and families are becoming more involved in activities and have a positive feeling about the school.

Below are just a few reasons that HES exhibits a positive culture and climate:

- Participation in academic activities (Honor Choir, Spelling Bee, Helping Hands etc.)
- Buzzy's Buck incentive program for positive behavior (Buzzy mobile store, E-Conduct parties, 9 weeks awards, Positive Office Referrals/Buzzy's Best T-Shirts)
- Full implementation of the Capturing Kids Hearts program.
- Teacher Buzzy Store and incentives.
- Book-It Reading Programs
- Buzzy Brag Tags, Employee and Staff member of the month recognitions
- Campus Committees
- PTO
- Teacher Mentors
- Student Mentors
- Bi-Monthly New Teacher Meetings
- Strong community partnerships, SHSU, ATime2Read, and Northside Baptist Church
- Active Facebook presence
- Weekly Monday Messenger
- Common systems in each grade level for communication with each other and with parents.

Perceptions Strengths

Positive Behavior Interventions and Support (PBIS Committee) functions to improve the overall climate for the students and staff.

Capturing Kids Hearts (CKH) has been fully implemented and supported by all staff and students.

Cohesive Staff--all staff are a part of a variety of committees that function to improve the climate and culture of the campus focussing on student support, staff encouragement, and parent/community involvement.

A variety of positive parent communication occur weekly and monthly--newsletters, teacher websites, HES facebook page, Friday Folders, Class Dojo, etc...

The Master Schedule is designed to protect learning time and include morning meetings for daily Character Education/Social Skills instruction. Huddle Time

is built into the Master Schedule. All students attend enrichment or intervention during this designated time.

Mentor teachers are supported by the Campus/District Professional Learning. Campus admin meets with new teachers 2X per month.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement overall is low in all groups.
Root Cause: Communication barrier exists for our Hispanic parents.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: ACADEMIC PERFORMANCE
 All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase the percent of students at each of the Approaches, Meets, and Masters Level on STAAR.

Evaluation Data Sources: All students will pass state mandated assessments.
Achievement gaps between student populations will be eliminated.
The percentage of students from all student groups achieving advanced academic performance will increase from prior year.

Strategy 1 Details	Reviews			
Strategy 1: The campus will evaluate student achievement as evidenced by state level assessments,universal screeners, formative and unit assessments in math and reading for all student groups and provide research-based support through the Solution Tree Taking Action RTI model for interventions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: An academic plan for success can be developed for the campus that targets all student groups and individual students. **Staff Responsible for Monitoring:** Administration, Teachers, & Support staff **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Snap & Read - 289 - Title IV, Part A, Sub 1				

Strategy 2 Details	Reviews			
Strategy 2: Use a variety ways to recognize students for attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance	**Oct**	**Jan**	**Mar**	**June**
9-weeks award recognition End of year drawings and award recognition. **Staff Responsible for Monitoring:** Staff **Funding Sources:** - LOCAL				

Strategy 3 Details	Reviews			
Strategy 3: Collaboratively use data to plan Tier I instruction, Tier 2 classroom interventions/small groups, and Tier 3 interventions and/or enrichment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Individual student needs will be able to be met as the data is disaggregated. **Staff Responsible for Monitoring:** Administration, Teachers, Interventionist **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Extra Duty & Subs for Planning - 211 - Title I, Part A - $12,500				

Strategy 4 Details	Reviews			
Strategy 4: Plan for monitoring student attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Registrar will make contact after 3 absences. Teacher also makes contact through classroom DOJO. Parent conferences set up after 10 absences with administrator. **Strategy's Expected Result/Impact:** Plan in place Frequent parent communication **Staff Responsible for Monitoring:** Administration, Teachers, Attendance Clerk. **Funding Sources:** - LOCAL				

Strategy 5 Details	Reviews			
Strategy 5: Collaboratively monitor Response to Intervention (Rti) model and plans for academic and behavior needs of all student groups.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Interventionists provide specific strategic support in the areas of math and reading as prescribed for individual students needs. **Strategy's Expected Result/Impact:** Rti Plans will be implemented with consistency and individually based on the needs of the student. **Staff Responsible for Monitoring:** Administration, SIT team, Teachers,Interventionists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**				

Strategy 6 Details	Reviews			
Strategy 6: Continue Master schedule plan that includes Tier 2 intervention time for math and reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Time in Master schedule and schedules by grade.	**Oct**	**Jan**	**Mar**	**June**
Will enhance the opportunities for students to follow their individual accelerated instruction plans. **Staff Responsible for Monitoring:** Administration , Teachers. Support staff **TEA Priorities:** Improve low-performing schools **- Additional Targeted Support Strategy** **Funding Sources:** Supplies, Extra Duty & Subs for Planning - 211 - Title I, Part A - $16,982				

Strategy 7 Details	Reviews			
Strategy 7: Increase the number of opportunities for students to attend before or after school tutorials.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Individual student improvement on specified benchmarks and state assessments.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Teachers, Interventionists **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Extra Duty - Tutoring - 211 - Title I, Part A - $5,000				

Strategy 8 Details	Reviews			
Strategy 8: Provide core academic coaches to provide professional development, mentoring and modeling.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Provide core academic specialists to increase student academic achievement .				
Provide research-based interventions and progress monitoring to identified students.				
Provide additional pull-out, before and after school assistance for at-risk students.				
Provide and replace/renew research-based and aligned resources in math and reading that supports all grade levels. **Strategy's Expected Result/Impact:** Increase student academic achievement through one-on-one teacher training. Increase student academic achievement through one-on-one student instruction. Increase student academic achievement through one-on-one personalized student interventions and instruction. Increase student academic achievement through one-on-one personalized student interventions and instruction through prescriptive tutorials. **Staff Responsible for Monitoring:** Director of C&I Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Instructional Coach - Rdg - 211 - Title I, Part A - $77,700, Instructional Coach - Math - State Comp Ed, Rdg & Math Interventionist, Dyslexia Teacher - State Comp Ed, Instructional Assistant - 211 - Title I, Part A - $23,638, Extra Duty - Tutoring - 211 - Title I, Part A - $10,000				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 2: Increase the percent of students in all Special Programs scoring at each of the Approaches, Meets and Masters Level on STAAR.

Evaluation Data Sources: Professional development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Strategy 1 Details	Reviews			
Strategy 1: Provide time for collaborative vertical planning, alignment, and the unpacking of standards for teachers through a collaborative planning time.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A deeper understanding of the Readiness and Supporting Standards. Teachers will meet and assist in aligning readiness TEKS. Resources to be used for the implementation of TEKS will be discussed to ensure the consistent use of resources provided. **Staff Responsible for Monitoring:** Administration and Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** - LOCAL, Extra Duty - for planning - 211 - Title I, Part A - $5,000				

Strategy 2 Details	Reviews			
Strategy 2: ESF/RPA Element: 5.3	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Targeted Element: Teachers will use data to drive instruction through well designed lesson plans and progress monitoring of small groups and interventions. The goal is to plan student by student/skill by skill.				

Strategy's Expected Result/Impact: 1. Acad. coaches will model and support the individual components of Balanced Literacy and Balanced Math in the classrooms. This will allow for teachers to fluidly work with intervention groups.
2. Conduct learning walks to monitor the implementation of the RTI model.
3. District "look fors" are provided to teachers and monitored to help support classroom literacy/math environments.
4. Conduct Book Studies for all relative staff: Daily 5 (as needed) Daily Cafe (required) Taking Action (RTI Model) required
5. Promote and monitor the implementation of critical writing across all grade levels and content areas.
6. Implement and monitor the use of interactive journaling prompts based on student interest in all subjects.
7. Data is disaggregated and growth is measured in the areas of reading and math.
8. Data PLC's are held monthly and student progress is monitored.
Staff Responsible for Monitoring: Principal
Assistant Principal
Academic coaches

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - Targeted Support Strategy - Additional Targeted Support Strategy

Strategy 3 Details	Reviews			
Strategy 3: Upgrade and/or provide teachers with current focused materials and/or training that targets the STAAR state assessment for use during school and during after-school tutorials and TIER II interventions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance on STAAR.

Targeted instruction based on the individual needs of the student as evidenced on their benchmark results throughout the year.
Staff Responsible for Monitoring: Principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - Additional Targeted Support Strategy
Funding Sources: Resource Materials - 211 - Title I, Part A - $20,000, Heggerty - 289 - Title IV, Part A, Sub 1

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: ACADEMIC PERFORMANCE
All students will achieve academic success and demonstrate growth.

Performance Objective 3: Increase the percent of students meeting or exceeding growth in Mathematics and ELA/Reading on STAAR.

Strategy 1 Details	Reviews			
Strategy 1: Implement RtI and Interventions with fidelity across all campus grade levels.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Track students across all 3 Tiers via progress monitoring and the development of Accelerated Instruction Plans (AIP). **Strategy's Expected Result/Impact:** 1. Clearly define the roles of teacher, academic coach and interventionists in the RtI process. Provide professional development for teachers and staff through PLCs to establish a clear understanding of the RTI process, including the development and understanding of all three (3) Tiers. 2.Introduce progress monitoring for all students (reading levels, STAAR, unit assessments, benchmarks). 3. Acad. coaches, principal and teachers collaborate to determine the interventions for each/individual student and design effective/leveled student groups. 4. Clarify the RTI process and monitor to ensure implementation with fidelity. (Behavior/Academic) 5. Student goal-setting. 6.Compare 2019 STAAR to district's program assessments. Are assessments predictive of STAAR performance? 7. Students able to evaluate their own learning data from previous year's STAAR results. Are district program assessments predictive of student growth? **Staff Responsible for Monitoring:** Principal Assistant Principal Academic Coaches Counselor Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue

Goal 1: ACADEMIC PERFORMANCE

All students will achieve academic success and demonstrate growth.

Performance Objective 4: Increase the percent of students on track for Reading(PK-K) or reading on grade level (1-8).

Strategy 1 Details		Reviews			
Strategy 1: Continue implementation of the Balanced Literacy/Math Models for all grade levels and supply appropriate training/reading materials.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Continue training and support of the Daily 5/3 Model.
 	
Continue training and support of the CAFE Model (student conferring system).
    Strategy's Expected Result/Impact: All students reading on expected PM levels.
    Staff Responsible for Monitoring: Adminstrators, Interventionists and Academic Coaches
 	
    TEA Priorities:
Improve low-performing schools
 - **Additional Targeted Support Strategy**
Funding Sources: Student reading materials - 211 - Title I, Part A - $5,000					

No Progress	Accomplished	Continue/Modify		Discontinue	

Goal 2: SAFE SCHOOLS

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

Performance Objective 1: Implement procedures and systems that promote and support positive behaviors.

Evaluation Data Sources: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1 Details			Reviews			

Strategy 1: Continued implementation of the campus-wide Positive Behavior Support plan. Continue to support and implement the CKH (Capturing Kids Hearts) framework for campus-wide positive behavior support.
 	
Provide student and staff incentives: Students- Positive Office Referrals, Buzzy Mobile Store, Buzzy Brag Tags, Office Shout-Outs, Lunch with the Principals/ Staff- Buzzy Store, Shout-Outs
  Strategy's Expected Result/Impact: Decreased campus discipline issues.
 	
  Increased positive campus culture and morale for staff and students.
  Staff Responsible for Monitoring: Administration, Staff
 	
  Funding Sources: - LOCAL
			Formative			**Summative**

			Oct	Jan	Mar	June

Strategy 2 Details			Reviews			

Strategy 2: Implement PBIS and TIER I Behavior interventions that will help create a positive campus culture.
  Strategy's Expected Result/Impact: Improve student social skills and decrease discipline referrals as evident in the Big 5 Data.
  Staff Responsible for Monitoring: Administration,School Counselor
			Formative			**Summative**

			Oct	Jan	Mar	June

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: SAFE SCHOOLS
 All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Monitor and assess the effectiveness of the district health, safety and emergency plans.

    Evaluation Data Sources: Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total repeat placements.

Strategy 1 Details		Reviews			
Strategy 1: Develop, provide, and review Crisis Management plan for all areas of need to ensure safety for entire school.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Plans in place, Drills: Fire, Weather and Active Shooter.		**Oct**	**Jan**	**Mar**	**June**
Improved safety for the campus in all areas. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - LOCAL					
Strategy 2 Details		Reviews			
Strategy 2: Continue to implement Emergency Management Committee meetings on a monthly basis.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff responsiveness in the event of a crisis. **Staff Responsible for Monitoring:** Principal, Assistant Principal, School Nurse		**Oct**	**Jan**	**Mar**	**June**

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: SAFE SCHOOLS

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

Performance Objective 3: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

    Evaluation Data Sources: All plans in place and conducted by staff as needs arise.

Strategy 1 Details			Reviews			
Strategy 1: Provide prevention and intervention programs for identified areas of need such as: Social Skills, Self Esteem, Character Education , and Bullying. Quaver curriculum will be implemented.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Plans in place and Dates of programs. **Staff Responsible for Monitoring:** Administration, Counselor						

Strategy 2 Details			Reviews			
Strategy 2: Provide staff training on the social, cultural, and developmental needs of students and how they impact behavior and academic success.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Agendas and Sign Ins
    Provide for professional development
    opportunities
 	
    Students begin to develop necessary skills to deal with difficult social situations and pressure from peers.
    Staff Responsible for Monitoring: Administration, Counselor and Staff
 	
    TEA Priorities:
    Improve low-performing schools
    Funding Sources: Teacher PD - 211 - Title I, Part A - $2,000						

◯ No Progress	◯ Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: COMMUNITY INVOLVEMENT

The District will improve parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promotes academic achievement and school spirit.

    Evaluation Data Sources: Increased community involvement in all operations of the district.

Strategy 1 Details		Reviews			
Strategy 1: Provide students and families information on programs and resources to use outside of school to support learning.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Host parent literacy nights. Provide parent resources for literacy at home. Establish Lil Hornets Reading Program. Continue Book Fair at least 1x per year. Provide parent survey. **Staff Responsible for Monitoring:** Administration, Counselor, Staff **Funding Sources:** Supplies and Snacks for PFE events - 211 - Title I, Part A - $3,200					

Strategy 2 Details		Reviews			
Strategy 2: Develop committees to help plan events to celebrate accomplishments and share learning with parents and community.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Establish a Parent/Community involvement committee. Campus Advisory Committee meets 1x per month. Promote an active PTO. **Staff Responsible for Monitoring:** Committees					

    ⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: COMMUNITY INVOLVEMENT
 The District will improve parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, students and community stakeholders.

    Evaluation Data Sources: Completed list of communications shared with all stakeholders.

Strategy 1 Details		Reviews			
Strategy 1: Use a variety of resources to increase communication with families to promote awareness, and a sense of unity.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Publications and increased awareness		**Oct**	**Jan**	**Mar**	**June**
Campus website, social media, parent newsletter, BlackBoard, Classroom Dojo, weekly take-home folders/planners. **Staff Responsible for Monitoring:** Administration and staff **Funding Sources:** - LOCAL					

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: COMMUNITY INVOLVEMENT
 The District will improve parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 3: Provide district and campus opportunities which encourage and support parent involvement in the education of their children.

Strategy 1 Details	Reviews			
Strategy 1: Provide parent involvement nights in both math and reading. Provide parent opportunities to meet teachers and become involved with their child's curriculum and school through Meet and Greet, Open House and Parent-Teacher Conferences.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Sign in Sheets Parent Survey Foster and build relationships with our parents. **Staff Responsible for Monitoring:** Administrators, Teacher Program Facilitators **Funding Sources:** PFE Supplies & Snacks - 211 - Title I, Part A - $1,900				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district's mission and core belief statements.

Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.

Strategy 1 Details		Reviews			
Strategy 1: Maintain the Ten Components of a School-wide Campus as a Title I school.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus Plan		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration					
TEA Priorities: Improve low-performing schools - **Additional Targeted Support Strategy**					

Strategy 2 Details		Reviews			
Strategy 2: Allocate resources to provide professional development focused on needs of students and staff.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student achievement and staff quality.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal					
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** New Tchr Academy ESC6 & Pay for pre-contract PD - 255 - Title II, Part A, Teacher Reading Materials - 211 - Title I, Part A - $2,408, Teacher PD - 211 - Title I, Part A - $2,000					

Strategy 3 Details		Reviews			
Strategy 3: Allocate funds to continue to purchase technology devices and programs that engage students and staff in purposeful learning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased use of devices in lessons and activities that have a positive impact on student achievement.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and Staff					
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					

Strategy 4 Details	Reviews			
Strategy 4: Allocate funds for grade level Field trips to enrich the curriculum and make connections to learning and the real world.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Events planned **Staff Responsible for Monitoring:** Principal and staff **TEA Priorities:** Improve low-performing schools **Funding Sources:** - LOCAL				

Strategy 5 Details	Reviews			
Strategy 5: Allocate funds that continue to provide specific parental engagement activities that will continue to support student programs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Positive parent partnerships **Staff Responsible for Monitoring:** Administration, teachers, parents **Funding Sources:** PFE snacks and supplies - 211 - Title I, Part A - $3,200				

Strategy 6 Details	Reviews			
Strategy 6: Allocate funds to continue to support the after-school tutorial program as well as in-school access to tutoring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student achievement by focusing on specific TEKS as evidenced by benchmark data. **Staff Responsible for Monitoring:** Administrators, Teachers **TEA Priorities:** Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** Extra Duty - Tutoring - 211 - Title I, Part A - $5,000				

Strategy 7 Details	Reviews			
Strategy 7: Allocate funds to continue to purchase technology devices and programs to enhance 504/RTI.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved student achievement, staff quality, and documentation of 504/RTI students. **Staff Responsible for Monitoring:** Principal/RTI Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy**				

Goal 4: RESOURCES
The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 2: Develop and implement a plan to maintain and/or improve the educational/safety environment and capabilities of our facilities/field trips.

Evaluation Data Sources: All facilities capable of meeting the needs of student learners.

Strategy 1 Details	Reviews			
Strategy 1: Upgrade classrooms by providing more flexible furniture that focuses on engaging all students and that caters to specific learning styles.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Continue to upgrade furniture based on campus replacement plan. **Strategy's Expected Result/Impact:** Leveled furniture caters to specific student needs/learning styles. Replace broken/old desks. Provide for flexible arrangements that will facilitate small group instruction/stations. **Staff Responsible for Monitoring:** Administrators **Funding Sources:** - LOCAL				

Strategy 2 Details	Reviews			
Strategy 2: Upgrade equipment to improve procedures/safety on campus on campus	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Continue to upgrade equipment based on the campus replacement plan. **Strategy's Expected Result/Impact:** Replace radios to improve dismissal/recess communication **Staff Responsible for Monitoring:** Administrators				

Strategy 3 Details	Reviews			
Strategy 3: Implement the same color shirts for grade-level field trips to improve the safety of all students attending.	**Formative**			**Summative**
Strategy's Expected Result/Impact: No students will be left or lost during a field trip. **Staff Responsible for Monitoring:** teachers/staff attending	**Oct**	**Jan**	**Mar**	**June**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Hire and retain qualified personnel using district developed processes and procedures.

    Evaluation Data Sources: Data charts reflect a decline in teacher turnover rate.

Strategy 1 Details	Reviews			
Strategy 1: Provide a variety of ways to support a new teacher including an assigned mentor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monthly meetings with administrators and mentors. **Staff Responsible for Monitoring:** Administration and Staff **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - LOCAL, Mentor Stipend - 255 - Title II, Part A	**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Continue committees that provide the staff the opportunity to help with campus decisions and promote unity and ownership.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Various committees include: Campus Advisory Climate Parent Involvement PBIS Emergency Response **Staff Responsible for Monitoring:** Staff **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - LOCAL	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Provide opportunities for continued education for certifications for special groups such as GT, ESL, and Dyslexia.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: More staff with supplemental certifications. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Additional Targeted Support Strategy** **Funding Sources:** - LOCAL					

Strategy 4 Details		Reviews			
Strategy 4: Provide opportunities to recognize staff in a variety of ways.		**Formative**			**Summative**
Provide team-building opportunities throughout the year.		**Oct**	**Jan**	**Mar**	**June**
Provide additional planning opportunities when and where possible both horizontally and vertically. Provide staff surveys that allow for feedback. **Strategy's Expected Result/Impact:** Opportunities for staff feedback and input Staff daily shout-outs Staff luncheons and recognitions **Staff Responsible for Monitoring:** Administrators Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - LOCAL					

Strategy 5 Details	Reviews			
Strategy 5: Continue New Teacher Academy monthly for all 0-2 year teachers.	Formative			Summative
Strategy's Expected Result/Impact: Provide mentors for all 0 year teachers. Meetings are held bi-monthly. Relevant book studies are conducted at the rate of 1 per semester. **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**June**

No Progress ⭕ Accomplished → Continue/Modify ✖ Discontinue

Goal 5: STAFF
 The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical needs areas such as, math, science, bilingual education and other foreign languages.

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details	Reviews			
Strategy 1: Continue to support clinical interns in all critical, high-needs areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Recruit new teachers in high-needs areas.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

Goal 5: STAFF
The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 3: Refine a plan to provide/attend high-quality professional development that fosters growth, and includes tiered support for all teachers and staff.

Evaluation Data Sources: The number of certified ESL staff will increase in the system. Continue to improve the instruction of all teachers through targeted professional development.

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities or attend training for any teacher.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of teachers with certification. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Funding Sources:** - LOCAL	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for professional development that supports social and emotional learning as well as mental health.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student(s) overall sense of well-being and foster positive relationships with school staff. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for teachers to receive professional development in small group student interventions as well as Response to Intervention (RTI) methodologies for both academics and behaviors as needed.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Supports overall teacher pedagogy and enhances the instructional process. **Staff Responsible for Monitoring:** Campus leadership team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Huntsville Elementary

Total SCE Funds: $437,455.00
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Huntsville Elementary

Name	Position	FTE
Crissie Fowler	Instructional Coach - Math	1
Freda Shaw	Dyslexia Teacher	1
Kathryn Johnson	Interventionist - Rdg	1
Tamatha Elliott	Interventionist - Math	1

Title I Personnel

Name	Position	Program	FTE
Charli Russell	IA - General		1
Tanya Panquerne	Instructional Coach - ELA		1

Campus Funding Summary

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Extra Duty & Subs for Planning		$12,500.00
1	1	6	Supplies, Extra Duty & Subs for Planning		$16,982.00
1	1	7	Extra Duty - Tutoring		$5,000.00
1	1	8	Extra Duty - Tutoring		$10,000.00
1	1	8	Instructional Coach - Rdg		$77,700.00
1	1	8	Instructional Assistant		$23,638.00
1	2	1	Extra Duty - for planning		$5,000.00
1	2	3	Resource Materials		$20,000.00
1	4	1	Student reading materials		$5,000.00
2	3	2	Teacher PD		$2,000.00
3	1	1	Supplies and Snacks for PFE events		$3,200.00
3	3	1	PFE Supplies & Snacks		$1,900.00
4	1	2	Teacher PD		$2,000.00
4	1	2	Teacher Reading Materials		$2,408.00
4	1	3	Student & Teacher equipment needs/replacements		$15,500.00
4	1	5	PFE snacks and supplies		$3,200.00
4	1	6	Extra Duty - Tutoring		$5,000.00
				Sub-Total	$211,028.00
				Budgeted Fund Source Amount	$211,028.00
				+/- Difference	$0.00
255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2	New Tchr Academy ESC6 & Pay for pre-contract PD		$0.00
5	1	1	Mentor Stipend		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00

255 - Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

263 - Title III, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	3	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	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	4			$0.00
1	2	1			$0.00
2	1	1			$0.00
2	2	1			$0.00
3	2	1			$0.00
4	1	4			$0.00
4	2	1			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00
5	3	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00

LOCAL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

289 - Title IV, Part A, Sub 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Snap & Read		$0.00
1	2	3	Heggerty		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Instructional Coach - Math		$0.00
1	1	8	Rdg & Math Interventionist, Dyslexia Teacher		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bilingual Allotment					
Goal	**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	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$261,503.00
				Grand Total Spent	$211,028.00
				+/- Difference	$50,475.00