

Lamar Consolidated Independent School District
Hubenak Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Heart of a leader

Unique in design

Strong in spirit, and in mind

Kindness is what we're about

Involving everyone-leaving no one out

Exceptional effort is what we give

Striving for excellence is how we live.

Hubenak Huskies - Leaders of the Pack!

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting which was held on June 6th, 2023, at 9:00 a.m. in the library at Hubenak Elementary, the site based team discussed the purpose of the meeting including the process for identifying our campus needs for the 23-24 school year. We reviewed data from the 22-23 school year to include STAAR results, GRA , Campus Climate Surveys, discipline reports, campus strengths and weaknesses and the previous years' Campus Improvement Plan. We concluded the meeting by identifying various strengths and areas of growth for our campus.

During the second meeting which has held on June 13th, 2023, at 9:00 a.m. in the conference room at Hubenak Elementary, the team reviewed the identified areas of growth for our campus. After presenting information and discussing the various areas, team members asked clarifying questions to determine four areas of focus for the school year.

Comprehensive Needs Assessment Committee Members

Ernie Bainbridge (Principal)

Kathy Leverence (Assistant Principal)

Tamela Allen (Assistant Principal)

Jennifer Perry (Instructional Coach)

Kimberly Moats (Librarian)

Courtney Hayes (Teacher)

Anna Ramos (Teacher)

Brooke Voytoski (Teacher)

Samantha Bruning (Teacher)

Peter Knox (Teacher)

Mandy Moreno (District Representative)

Demographics

Demographics Summary

Joe Hubenak Elementary is a Pre-K through 5th grade campus in Lamar Consolidated ISD. Our current enrollment of 1,214 students reflects a rapid growing area of our district, and resulting in Hubenak being the largest elementary in the district. Due to our high student enrollment, Hubenak is currently a capped campus and only enrolling new students in PreK and Kindergarten for the 23-24 school year. Our latest enrollment data reflects a diverse student population consisting of 26.03% white, 27.76% African American, 21.83% Hispanic, 19.77% Asian, 4.37% two or more races, .08% American Indian, .16% Pacific Islander. 36.9% of our students are economically disadvantaged. 32.78% of our population are Emergent Bilingual students and receive ESL services. 11.45% of our students receive services through our special education programs. 2.80% of students are identified as 504 students. 9.31% of our students are identified as gifted and talented. 51.24% of students are female and 48.76% of students are male. Teachers at Hubenak have an average of 8.4 years of teaching experience.

White	African American	Hispanic	Asian	Two or more	American Indian	Pacific Islander	Economically Disadvantage	Emergent Bilingual
26.03%	27.76%	21.83%	19.77%	4.37%	.08%	.16%	36.9%	32.78%

Demographics Strengths

Our rich diversity in our student population is a reflection of our growing and diverse county. We have 45 different spoken languages represented on our campus and were recently identified as the district's most diverse campus. Many of our students are bilingual with English as their second language. Our campus has a full time Vietnamese Teacher who provides ongoing support for our Vietnamese student population. All teachers are ESL and GT certified. Our campus has 5 full day PreK classrooms as well as two early childhood special education classrooms and two structured learning classrooms. We strive to promote an inclusive school climate that is based on high expectations for student achievement through differentiated and rigorous instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parent communication can be limited. **Root Cause:** Lack of translators and awareness of different home languages.

Problem Statement 2 (Prioritized): 3 females and 10 males made up the 13 in-school suspension days during the 22-23 school year. 2 females and 6 males made up the 8 out-of-school suspensions days during the 22-23 school year. **Root Cause:** Lack of classroom strategies to deescalate students.

Problem Statement 3 (Prioritized): As a campus, it is difficult to celebrate and promote awareness of different cultures represented at Hubenak. **Root Cause:** We have 45 spoken languages at Hubenak and don't have a formal process to celebrate/recognize different cultures.

Problem Statement 4 (Prioritized): Three times as many male students are suspended than female students. **Root Cause:** Lack awareness and strategies for how to differentiate between males and females.

Problem Statement 5: Students report in the EOY social emotional wellness screener that they have difficulty making and keeping new friends. **Root Cause:** Students are lacking the soft skills to make and maintain friendships.

Student Learning

Student Learning Summary

Hubenak GRA Data

KINDERGARTEN												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	MOY % BL	EOY % BL	% Differenc	MOY % BL	EOY % BL	% Differenc	MOY % BL	EOY % BL	% Differenc	MOY % BL	EOY % BL	% Differenc
Hubenak	25.41%	20.62%	4.79%	20.19%	17.96%	2.23%	20.19%	8.60%	2.88%			

FIRST GRADE												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY % BL	EOY % BL	% Differenc	BOY % BL	EOY % BL	% Differenc	BOY % BL	EOY % BL	% Differenc	BOY % BL	EOY % BL	% Differenc
Hubenak	46.07%	22.40%	26.67%	44.23%	14.80%	29.43%	34.21%	10.88%	23.33%	11.54%		

SECOND GRADE												
CAMPUS	2020-2021			2021-2022			2022-2023			2023-2024		
	BOY % BL	EOY % BL	% Differenc	BOY % BL	EOY % BL	% Differenc	BOY % BL	EOY % BL	% Differenc	BOY % BL	EOY % BL	% Differenc
Hubenak	28.09%	17.13%	10.96%	20.62%	14.44%	7.30%	9.14%	5.21%	3.93%	6.25%		

	1st Grade GRA -- 22.23 Growth										
	Total Students	EOY			MOY			BOY			
		Below	On	Above	Below	On	Above	Below	On	Above	
Hubenak Elementary	193	10.88%	13.47%	75.65%	17.10%	12.44%	70.47%	34.57%	11.70%	53.72%	

	1st Grade GRA -- 22.23 Growth									
	Total Students	EOY			MOY			BOY		
		Below	On	Above	Below	On	Above	Below	On	Above
Economic Disadvantage	64	10.94%	17.19%	71.88%	21.88%	18.75%	59.38%	50%	11.29%	38.71%
Asian	33	15.15%	15.15%	69.70%	24.24%	6.06%	69.70%	29.03%	3.23%	67.74%
Black/African American	55	7.27%	14.55%	78.18%	9.09%	20%	70.91%	42.59%	7.41%	50%
Hispanic	40	17.50%	10%	72.50%	27.50%	7.50%	65%	30.77%	17.95%	51.28%
Two or More Races	6	0%	0%	100%	0%	16.67%	83.33%	33.33%	16.67%	50%
White	59	8.47%	15.25%	76.27%	15.25%	11.86%	72.88%	32.76%	15.52%	51.72%
Currently Emergent Bilingual	58	13.79%	17.24%	68.97%	24.14%	12.07%	63.79%	42.86%	7.14%	50%
Special Ed Indicator	17	41.18%	29.41%	29.41%	47.06%	23.53%	29.41%	71.43%	7.14%	21.43%

	Kinder GRA -- Growth 22.23							
	Current Campus	Total Students	EOY			MOY		
			Below	On	Above	Below	On	Above
Hubenak Elementary	Hubenak Elementary	185	8.65%	10.27%	81.08%	9.71%	27.43%	62.86%
Economic Disadvantage	Hubenak Elementary	54	18.52%	9.26%	72.22%	20%	26%	54%
Asian	Hubenak Elementary	40	5%	5%	90%	8.11%	21.62%	70.27%
Black/African American	Hubenak Elementary	46	0%	8.70%	91.30%	0%	43.48%	56.52%

	Kinder GRA -- Growth 22.23							
	Current Campus	Total Students	EOY			MOY		
			Below	On	Above	Below	On	Above
Hispanic	Hubenak Elementary	40	20%	10%	70%	25.71%	20%	54.29%
Two or More Races	Hubenak Elementary	9	11.11%	0%	88.89%	0%	22.22%	77.78%
White	Hubenak Elementary	50	10%	18%	72%	10.42%	22.92%	66.67%
Currently Emergent Bilingual	Hubenak Elementary	66	12.12%	7.58%	80.30%	15.25%	27.12%	57.63%
Special Ed Indicator	Hubenak Elementary	21	23.81%	4.76%	71.43%	11.11%	27.78%	61.11%

	2nd Grade GRA Growth 22.23									
	Total Students	EOY			MOY			BOY		
		Below	On	Above	Below	On	Above	Below	On	Above
Hubenak Elementary	192	5.21%	4.69%	90.10%	9.42%	2.09%	88.48%	9.42%	7.33%	83.25%
Economic Disadvantage	65	12.31%	6.15%	81.54%	17.19%	0%	82.81%	17.19%	9.38%	73.44%
Asian	42	4.76%	2.38%	92.86%	9.52%	0%	90.48%	11.90%	2.38%	85.71%
Black/African American	49	12.24%	6.12%	81.63%	14.58%	4.17%	81.25%	10.42%	6.25%	83.33%
Hispanic	41	2.44%	4.88%	92.68%	7.32%	2.44%	90.24%	7.32%	9.76%	82.93%
Two or More Races	9	0%	0%	100%	11.11%	0%	88.89%	11.11%	11.11%	77.78%
White	51	1.96%	5.88%	92.16%	5.88%	1.96%	92.16%	7.84%	9.80%	82.35%

	2nd Grade GRA Growth 22.23									
	Total Students	EOY			MOY			BOY		
		Below	On	Above	Below	On	Above	Below	On	Above
Currently Emergent Bilingual	55	9.09%	7.27%	83.64%	10.91%	0%	89.09%	10.91%	14.55%	74.55%
Special Ed Indicator	15	33.33%	26.67%	40%	40%	6.67%	53.33%	40%	20%	40%

STAAR ECR DATA:

5th grade - 5.24 out of 10

4th grade - 3.94 out of 10

3rd grade - 5.18 out of 10

Student Learning Strengths

- * 89.12% of 1st graders were on or above reading level at the end of the year.
- * 91.35% of kindergarten students were on or above reading level at the end of the year.
- * 94.79% of 2nd graders were on or above reading level at the end of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: When compared to last year, Hubenak increased SPED failures by 2.52% for the 4th nine weeks. **Root Cause:** Lack of adjustment to IEPs as needed.

Problem Statement 2 (Prioritized): Students scored 50% or lower in grades 3-5 on ECR items. **Root Cause:** New item type and lack of knowledge of state grading rubric and examples.

Problem Statement 3: As a campus we have not created consistent strategies for our students to explain their reasoning and thinking. **Root Cause:** Lack of monitoring students and adjustment to instruction.

School Processes & Programs

School Processes & Programs Summary

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

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

A campus emphasis will be placed on student accountability and consistent campus expectations, specifically in the areas of student higher order thinking and student discourse.

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

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

School Processes & Programs Strengths

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

As one of the largest elementary campuses, communication is key to maintaining high levels of success. Teachers communicate weekly with parents through newsletters and Canvas pages. School administration sends a weekly staff newsletter. Social media is utilized to communicate important events as well as share important reminders. The principal shares a family newsletter to provide families with updates, reminders, and other important information.

Teachers attend weekly PLC meetings, attend monthly staff meetings, attend quarterly KidChat meetings, work with instructional coaches, and engage in professional development at the campus, district, and region level. Teachers work with campus counselors with individual students and classroom lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Arrival procedures and expectations will need to be adjusted for the 23-24 school year. **Root Cause:** Change in district start times and campus size.

Problem Statement 2: Math interventions are inconsistent across grade levels. **Root Cause:** Lack of an interventionist and time. Reading has historically taken a priority.

Problem Statement 3 (Prioritized): Inconsistent PBIS implementation across grade levels. **Root Cause:** Lack of experience and clear campus expectations.

Problem Statement 4: Lack of differentiation between K-2 and 3-5 for rewards and positive reinforcers. **Root Cause:** Limited choices have been identified.

Perceptions

Perceptions Summary

According to the 22-23 Campus Climate Survey, staff and parents graded Hubenak Elementary on the overall quality of the school as follows:

Staff perception of overall quality of the school - 77% of staff rated the campus a grade of A, 20% of staff rated the campus a grade of B, 3% of staff rated the campus a grade of C, 0% of staff rated the campus a grade of D, and 0% of staff rated the campus a grade of F.

Family perception of overall quality of the school - 77% of parents rated the campus a grade of A, 18% of parents rated the campus a grade of B, 5% of parents rated the campus a grade of C, 1% of parents rated the campus a grade of D, 0% of parents rated the campus a grade of F.

Perceptions Strengths

Based on 2022-2023 Campus Climate Survey results, parents and staff rated Hubenak among one of the top elementary schools in the district. The highest ranking item according to the parent/guardian survey was 97% believe the school is welcoming to families. The highest ranking item according to campus-based staff was 99% believe staff members treat students with respect and instruction is aligned to support student learning at school.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on campus climate results, 21% of campus-based staff either disagree or strongly disagree that discipline is enforced fairly for all students at school. **Root Cause:** Lack of knowledge of discipline protocols and inconsistent follow up/desired outcomes.

Problem Statement 2: Based on campus climate results, 19% of parents/guardians either disagree or strongly disagree that the school offers students a variety of extracurricular activities. **Root Cause:** Lack of staff compensation and activities are geared for 4th and 5th graders.

Problem Statement 3 (Prioritized): Discipline flow chart is not utilized with consistency. **Root Cause:** Lack of awareness and understanding of discipline flow chart.

Priority Problem Statements

Problem Statement 1: Parent communication can be limited.

Root Cause 1: Lack of translators and awareness of different home languages.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As a campus, it is difficult to celebrate and promote awareness of different cultures represented at Hubenak.

Root Cause 2: We have 45 spoken languages at Hubenak and don't have a formal process to celebrate/recognize different cultures.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Three times as many male students are suspended than female students.

Root Cause 3: Lack awareness and strategies for how to differentiate between males and females.

Problem Statement 3 Areas: Demographics

Problem Statement 4: 3 females and 10 males made up the 13 in-school suspension days during the 22-23 school year. 2 females and 6 males made up the 8 out-of-school suspensions days during the 22-23 school year.

Root Cause 4: Lack of classroom strategies to deescalate students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Inconsistent PBIS implementation across grade levels.

Root Cause 5: Lack of experience and clear campus expectations.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Based on campus climate results, 21% of campus-based staff either disagree or strongly disagree that discipline is enforced fairly for all students at school.

Root Cause 6: Lack of knowledge of discipline protocols and inconsistent follow up/desired outcomes.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Discipline flow chart is not utilized with consistency.

Root Cause 7: Lack of awareness and understanding of discipline flow chart.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students scored 50% or lower in grades 3-5 on ECR items.

Root Cause 8: New item type and lack of knowledge of state grading rubric and examples.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- 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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data







Goals







Goal 1: By June 2024, students in grades 3-5 in all subpopulation groups (including special education students) will increase their ECR (extended constructed response) average score by at least 2% as indicated on the 2023-24 STAAR results.

3rd grade reading will increase from an average of 5.18 points to at least 7.18 points.
 4th grade reading will increase from an average of 3.94 points to at least 5.94 points.
 5th grade reading will increase from an average of 5.24 points to at least 7.24 points.

Performance Objective 1: Increase the frequency of ECR questions being incorporated into classroom lessons as high quality tier 1 instruction across all content areas.

Evaluation Data Sources: Evident in formal and informal walkthroughs, learning walks, classroom observations

Strategy 1 Details	Formative Reviews		
Strategy 1: ECR questions will be planned during weekly grade level PLCs. Strategy's Expected Result/Impact: Students increase understanding Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Development during ongoing professional development, staff meetings, and PLCs will include strategies and techniques on ECR. Strategy's Expected Result/Impact: Students increase understanding Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunities for staff to collaborate across grade levels during ongoing professional development and periodically during staff meetings. Strategy's Expected Result/Impact: Teachers increase curriculum alignment Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers	Formative		
	Nov	Feb	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional Leadership Team will provide feedback on lesson plans and assessments.</p> <p>Strategy's Expected Result/Impact: Improved TIER 1 instruction and quality of assessments.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team</p>	Formative		
	Nov	Feb	June
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: By June 2024, students in grades 3-5 in all subpopulation groups (including special education students) will increase their ECR (extended constructed response) average score by at least 2% as indicated on the 2023-24 STAAR results.

3rd grade reading will increase from an average of 5.18 points to at least 7.18 points.
 4th grade reading will increase from an average of 3.94 points to at least 5.94 points.
 5th grade reading will increase from an average of 5.24 points to at least 7.24 points.

Performance Objective 2: Embed opportunities to practice ECR across various content areas.

Evaluation Data Sources: Evident in formal and informal walkthroughs, learning walks, observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Students in all grade levels will practice typing skills by responding to questioning in the computer lab or by utilizing Typing Club and data will be reviewed. Strategy's Expected Result/Impact: Increase student typing skills and ability to respond to ECRs electronically. Staff Responsible for Monitoring: Administration, Teachers and Computer Lab Aide	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students in all grade levels will respond to ECRs in Math and Science. Strategy's Expected Result/Impact: Increase student understanding and exposure across content areas Staff Responsible for Monitoring: Administrations, Instructional Coaches, Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Specials classes will embed opportunities for students to practice responding to ECRs. Strategy's Expected Result/Impact: Increase student understanding and exposure across content areas Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: By June 2024, students in grades 3-5 in all subpopulation groups (including special education students) will increase their ECR (extended constructed response) average score by at least 2% as indicated on the 2023-24 STAAR results.

3rd grade reading will increase from an average of 5.18 points to at least 7.18 points.
 4th grade reading will increase from an average of 3.94 points to at least 5.94 points.
 5th grade reading will increase from an average of 5.24 points to at least 7.24 points.

Performance Objective 3: Ensure all reading and math teachers are provided academic support by academic leadership team to provide differentiated instruction to meet the needs of all students.











Evaluation Data Sources: Lesson Plans, informal and formal walkthroughs, observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional leadership team will attend weekly PLC meetings in order to share resources and activities to meet the needs of all PK-5 students.</p> <p>Strategy's Expected Result/Impact: Student academic success</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>Funding Sources: Instructional Resources/Prek Staffing - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$223,736.74</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus and district learning walks will be conducted by campus/district leadership teams to provide teacher/grade level feedback and identifying next steps.</p> <p>Strategy's Expected Result/Impact: Staff uses feedback to improve differentiation for tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Interventionists/tutors will help to provide academic support by working with small groups of students.</p> <p>Strategy's Expected Result/Impact: Student academic success</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers</p> <p>Funding Sources: Extra Duty Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$12,000</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: By June 2024, our campus will increase cultural awareness by implementing at least one monthly activity in order to celebrate diversity among our students, staff, and families.

Performance Objective 1: Increase awareness and visibility of diversity across campus and common areas.

Evaluation Data Sources: Building and hallway observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Display flags of countries that represent our diverse student population in the hallways. Strategy's Expected Result/Impact: Increase student and community awareness Staff Responsible for Monitoring: Administration, Diversity Committee</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A welcome bulletin board will be displayed that consists of the word "hello" in different languages spoken at Hubenak. Strategy's Expected Result/Impact: Exposing students and community to various languages Staff Responsible for Monitoring: Administration, Diversity Committee</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: A bulletin board will be displayed recognizing various cultures along with fun facts , postcards, and pictures. Strategy's Expected Result/Impact: Exposing students and community to various cultures Staff Responsible for Monitoring: Administration, Diversity Committee</p>	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Actively recruit candidates that are representative of our diverse student population. Strategy's Expected Result/Impact: Staff will be representative of our diverse student population. Staff Responsible for Monitoring: Administration</p>	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: By June 2024, our campus will increase cultural awareness by implementing at least one monthly activity in order to celebrate diversity among our students, staff, and families.

Performance Objective 2: Multicultural Festival will be coordinated to include all campus stakeholders to promote understanding and celebrate campus diversity.











Evaluation Data Sources: Multicultural Festival scheduled and completed

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have an opportunity to wear clothes that represent their culture and heritage. Strategy's Expected Result/Impact: Increased student awareness of different cultures Staff Responsible for Monitoring: Teachers, CORE Team	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Morning announcements will spotlight different cultures leading up to the Multicultural Festival. Strategy's Expected Result/Impact: Increased student awareness of different cultures Staff Responsible for Monitoring: Administration, Diversity Committee, Librarian	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Social Media posts will spotlight different cultures leading up to the Multicultural Festival. Strategy's Expected Result/Impact: Increased community awareness of different cultures Staff Responsible for Monitoring: Administration, Diversity Committee	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: By June 2024, our campus will increase cultural awareness by implementing at least one monthly activity in order to celebrate diversity among our students, staff, and families.

Performance Objective 3: The library will spotlight various cultures throughout the school year.

Evaluation Data Sources: Observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Librarian will designate an area in the library to spotlight books from various cultures and authors. Strategy's Expected Result/Impact: Increase student cultural awareness Staff Responsible for Monitoring: Admin, Librarian, Diversity Committee	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Librarian will engage students through various read alouds aligning with designated cultures being spotlighted. Strategy's Expected Result/Impact: Increase student cultural awareness Staff Responsible for Monitoring: Admin, Librarian, Diversity Committee	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Librarian will engage students through multicultural activities aligning with the various read alouds. Strategy's Expected Result/Impact: Increase student cultural awareness Staff Responsible for Monitoring: Admin, Librarian, Diversity Committee	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			













Goal 3: By June 2024, campus discipline suspensions (in-school and out-of-school) will decrease from a total of 21 students in 2022-2023 to a total of 15 students in 2023-2024 school year.

ISS suspensions will decrease from 13 students to 10.

OSS suspensions will decrease from 8 students to 6.

Performance Objective 1: Create a clear and consistent discipline policy that outlines expectations, rules, and consequences for student behavior.

Evaluation Data Sources: Observations and Skyward Referrals





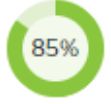





Strategy 1 Details	Formative Reviews		
Strategy 1: BOY PD on discipline flow chart and campus expectations. Strategy's Expected Result/Impact: Consistent discipline across campus Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: PBIS expectation posters and common language displayed in various areas of the school. Strategy's Expected Result/Impact: Increase student understanding of expectations Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Review campus documentation expectations throughout the school year during PD and staff meetings. Strategy's Expected Result/Impact: Consistent documentation across staff Staff Responsible for Monitoring: Admin	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By June 2024, campus discipline suspensions (in-school and out-of-school) will decrease from a total of 21 students in 2022-2023 to a total of 15 students in 2023-2024 school year.

ISS suspensions will decrease from 13 students to 10.

OSS suspensions will decrease from 8 students to 6.

Performance Objective 2: Promote positive behavior through school-wide initiatives that recognize and reward positive behaviors.

Strategy 1 Details	Formative Reviews		
Strategy 1: PBIS Husky Store/Cart will be utilized across all grade levels to reward students. Strategy's Expected Result/Impact: Increase in positive student behaviors and actions Staff Responsible for Monitoring: CORE Team	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to utilize RCA grade level buddies and coordinate activities that promote an increase in social skills. Strategy's Expected Result/Impact: Increase in students' social skills and confidence Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Identifying students in need of mentorship and incorporating opportunities for mentorship through campus based mentoring program and PALS Program. Strategy's Expected Result/Impact: Increase in positive interactions and behaviors Staff Responsible for Monitoring: CORE Team	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate winter and EOY motivations plans across all grade levels. Strategy's Expected Result/Impact: Increase in positive student behaviors and actions. Staff Responsible for Monitoring: Admin and teachers	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify












Discontinue

Goal 3: By June 2024, campus discipline suspensions (in-school and out-of-school) will decrease from a total of 21 students in 2022-2023 to a total of 15 students in 2023-2024 school year.

ISS suspensions will decrease from 13 students to 10.

OSS suspensions will decrease from 8 students to 6.

Performance Objective 3: Training on effective classroom management techniques, conflict resolution skills, deescalating strategies, and using restorative practices to address classroom behavior issues.

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate techniques and strategies into the staff PAWS newsletters. Strategy's Expected Result/Impact: Increase staff awareness for different techniques Staff Responsible for Monitoring: Admin	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: BOY PD from the counselors on de-escalation techniques and strategies. Strategy's Expected Result/Impact: Increase staff strategies Staff Responsible for Monitoring: Counselors	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Identify model classrooms and share strategies during staff development. Strategy's Expected Result/Impact: Increase staff strategies Staff Responsible for Monitoring: CORE team	Formative		
	Nov	Feb	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Counselors will provide guidance lessons through implementation of Character Counts. Strategy's Expected Result/Impact: Increase student descalation skills Staff Responsible for Monitoring: Counselors and Administration	Formative		
	Nov	Feb	June
			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: By May 2024, special education student failures will be reduced by at least 2% compared to the 2022-2023 percentages.

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









Evaluation Data Sources: Formal and informal assessments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regularly review student progress data to guide instruction during tutorials and identify tutorial groups. Strategy's Expected Result/Impact: Student academic success Staff Responsible for Monitoring: Administrators, Special Education Teachers, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Technology programs will be utilized for reading and math instruction to provide additional support to special education students such as Raz Kids, Lexia, Dreambox, Progress Learning, etc... Strategy's Expected Result/Impact: Administrators, Special Education Teachers, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Small group instruction with daily checks for understanding will include opportunities for students to engage in learning in multiple ways. Strategy's Expected Result/Impact: Student academic success Staff Responsible for Monitoring: Administrators, Special Education Teachers, Instructional Coaches, Teachers</p>	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: By May 2024, special education student failures will be reduced by at least 2% compared to the 2022-2023 percentages.

Performance Objective 2: PLC meetings will occur with grade-level teachers, instructional coaches, special education teachers, and administrators to discuss student progress.

Evaluation Data Sources: Formal and informal assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Regular reviews of data will be held to determine interventions, including tutorials. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administrators, Instructional Coaches, SPecial Education Teachers, Teachers	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Appropriate personnel will meet to discuss student IEPs and accommodations to review student needs and plans. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administrators, Instructional Coaches, Special Education Teachers, Teachers	Formative		
	Nov	Feb	June
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: By May 2024, special education student failures will be reduced by at least 2% compared to the 2022-2023 percentages.












Performance Objective 3: Improve all Tier 1 instruction PreK-5th grade.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate academic and language sentence stems to improve student discourse. Strategy's Expected Result/Impact: Improved student discourse and student performance Staff Responsible for Monitoring: Administrators, Instructional Coaches, Special Education Teachers, Teachers	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continued implementation of daily small group instruction with targeted individual student feedback. Strategy's Expected Result/Impact: Student academic growth Staff Responsible for Monitoring: Administrators, Instructional Coaches, Special Education Teachers, Teachers	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Campus and District learning walks will provide teachers with ongoing instructional feedback. Strategy's Expected Result/Impact: Improved Tier 1 Instruction Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers	Formative		
	Nov	Feb	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 5: By May 2024, 80% of K-2 students will demonstrate at least one year of growth in reading proficiency, as measured by GRA.

Performance Objective 1: Provide ongoing professional development opportunities and resources for teachers to improve their knowledge and skills related to reading instruction to include workshops, coaching, or collaborative planning time focused on evidence-based reading practices.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of the district UFLI program to provide explicit instruction and practice in phonemic awareness and phonics. Strategy's Expected Result/Impact: Increase in student phonemic awareness and phonics. Staff Responsible for Monitoring: Administration, Teachers and Instructional Coaches</p>	Formative		
	Nov	Feb	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use of technology-based programs to strengthen the home-school reading connections. Raz-Kids, Waggle, and Lexia are available to all K-2 students and target specific skills such as decoding, vocabulary, or comprehension. Strategy's Expected Result/Impact: Increase in student reading skills. Staff Responsible for Monitoring: Administration, Teachers and Instructional Coaches</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Targeted weekly small group instruction for all students to provide targeted instruction and support. Strategy's Expected Result/Impact: Increase in student reading skills. Staff Responsible for Monitoring: Administration, Teachers and Instructional Coaches</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Hubenak Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Hubenak Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jesusita Guerrero	PreK Aide	1
Mary Tran	PreK Teacher	1
Megan Nevitt	PreK Aide	1
Samar Darwiche	PreK Teacher	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Ernie Bainbridge	Principal
Administrator	Kathleen Leverence	Assistant Principal
Administrator	Tamela Allen	Assistant Principal
District-level Professional	Amanda Moreno	EB Specialist
Parent	Erica White	Parent
Parent	Anne Billips	Parent
Parent	Dai Smith	Parent
Classroom Teacher	Krystal Lerma	PK Teacher
Classroom Teacher	Christina Nguyen	Kindergarten Teacher
Classroom Teacher	Jordan Davis	1st Grade Teacher
Classroom Teacher	Courtney Hayes	2nd Grade Teacher
Classroom Teacher	Samantha Bruning	3rd Grade Teacher
Classroom Teacher	Natascha Odom	4th Grade Teacher
Classroom Teacher	Peter Knox	5th Grade Teacher
Classroom Teacher	Hunter Baen	Music Teacher

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Resources/Prek Staffing		\$223,736.74
1	3	3	Extra Duty Pay		\$12,000.00
Sub-Total					\$235,736.74
Budgeted Fund Source Amount					\$235,736.74
+/- Difference					\$0.00
Grand Total Budgeted					\$235,736.74
Grand Total Spent					\$235,736.74
+/- Difference					\$0.00