

Lamar Consolidated Independent School District

Huggins Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Huggins Elementary will provide each student with an educational experience that is rigorous, relevant, and rooted in relationship.

Vision

The vision of Huggins Elementary School is to provide a friendly, supportive atmosphere where all students are encouraged to maximize their learning potential and explore, achieve, and develop a better understanding of our ever-changing world.

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: By May 2025, 90% of students in kindergarten-second grade will be reading on or above level as measured by the MAP Fluency and MAP Growth.	13
Goal 2: By May 2025, Fifth Grade Science data will increase by 10% in all performance categories on STAAR.	17
Goal 3: By May 2025, 85% of the community and staff will report through the campus climate survey that communication was accessible and readily available.	23
State Compensatory	27
Budget for Huggins Elementary	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Huggins Elementary has been serving the greater Fulshear area since 1979. As one of the fastest growing cities in the state of Texas, Huggins Elementary has experienced exponential growth over the past several years. For the 2024-2025 school year, Huggins will provide instruction for Kindergarten through Fifth Grade students. There are 6 kindergarten teachers, 6 first grade teachers, 7 second grade teachers, 6 third grade teachers, 7 fourth grade teachers, and 7 fifth grade teachers. Students attend art, music, PE, and computer lab for specials 45 minutes per day. The projected enrollment for the 2024-2025 school year is 835 students. This is an increase from the 2023-2024 school year, as a result of open enrollment following a two-year freeze. Rezoning has taken place, and new students will be coming from other campuses, while other students will transfer to a nearby campus. Huggins Elementary services special populations including Emergent Bilingual Students and students that receive special education. In addition to students that receive Inclusion/Resource Support, Huggins has one centralized program, the Social Emotional Support Classroom (SESC), for students in kindergarten through fifth grade.

PIEMS data for the 2023-2024 school year indicates the following breakdown: .64% American Indian/Alaskan Native, 7.21% Asian, 18.02% Black, 48.01% White, 22.52% Hispanic/Latino, and 3.35% Multiracial. 15.32% of student receive special education services, 4.50% receive 504 protection, and 9.78% are in the Gifted/Talented Program. 6.95% of students are EB.

Demographics Strengths

Census data reveals that Fulshear is one of the fastest growing cities in the state of Texas with a growth rate of 19.38% annually. The population has increased by 185.29% since 2020. The current population exceeds 50,000 and continues to grow. With the increase in population, development of new residential communities continues. The greater Fulshear area (Fulshear, Brookshire, and Simonton) has attracted an increase in business development along the I-10 corridor, bringing families to the area. The current poverty rate is 1.43% and the average household income is \$196,263.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of EB students for the 24-25 schoolyear is projected to grow by 50%. **Root Cause:** As the community grows, there is an increase in diversity.

Student Learning

Student Learning Summary

At the end of the 2024 school year 75.37% of kindergarteners, 85.22% of first graders, and 88.29% of second graders were at or above reading level.

*Based on the 2024 3rd Grade Reading STAAR assessment students who scored approaches were 96%, meets were 82%, and masters were 54%.

*Based on the 2024 3rd Grade Math STAAR assessment students who scored approaches were 87%, meets were 66%, and masters were 27%.

*Based on the 2024 4th Grade Reading STAAR assessment students who scored approaches were 99%, meets were 86%, and masters were 53%.

*Based on the 2024 4th Grade Math STAAR assessment students who scored approaches were 92%, meets were 72%, and masters were 32%.

*Based on the 2024 5th Grade Reading STAAR assessment students who scored approaches were 86%, meets were 68%, and masters were 42%.

*Based on the 2024 5th Grade Math STAAR assessment students who scored approaches were 85%, meets were 62%, and masters were 31%.

*Based on the 2024 5th Grade Science STAAR assessment students who scored approaches were 63%, meets were 31%, and masters were 8%.

Student Learning Strengths

A review of 2023-2024 STAAR Data indicates the following strengths:

- The percentage of 3rd grade students scoring Masters on the Reading STAAR increased by 16%.
- The percentage of 4th grade students scoring Meets on the Reading STAAR increased by 23%.
- The percentage of 4th grade students scoring Masters on the Reading STAAR increased by 18%.
- The percentage of 4th grade students scoring Approaches on the Math STAAR increased by 15%.
- The percentage of 4th grade students scoring Meets on the Math STAAR increased by 19%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fifth Grade Science STAAR scores decreased by 16% in approaches, 20% in Meets, and 19% in Masters. **Root Cause:** The number of students in fifth grade did not meet projection, resulting in a change of staffing.

Problem Statement 2 (Prioritized): 24.64% of Kindergarteners, 14.78% of First Graders, and 11.71% of Second Graders were reading below level at the end of the 23-24 school year. **Root Cause:** There were 4 first/second year teachers in the primary grades, resulting in some gaps in TIER One instruction.

School Processes & Programs

School Processes & Programs Summary

Huggins Elementary supports students in Kindergarten through Fifth Grade. There is one centralized special education program, the Social Emotional Support Classroom (SESC), which provides services to qualifying students. Huggins also supports special education students through resource instruction, as well as in-class support and speech. Students that qualify for 504 receive instruction in the general education classroom with accommodations in place as needed. GT students are supported through a pullout program by the GT Facilitator for 1.5 hours per week.

Grade levels are divided by teams. For the 24-25 school year, kindergarten and first grade will be self-contained and second through fifth grade will be departmentalized, with the exception of grade levels with an odd number of teachers. The Instructional Leadership team includes the principal, assistant principal, two counselors, instructional coach, EB specialist, and dyslexia specialist.

Teams use the district roadmaps to long-range plan each nine-weeks, and participate in unit planning. They also meet weekly with the instructional coach. Through implementation of the Innovative School Day, K-5 teachers will participate in two 3.5 hour planning days each month. Special Education Teachers will receive 6 hours of additional planning time each month. Specials teachers will receive their innovative school day time daily, equating to 6 hours each month.

A variety of assessment types are created in collaboration with the Instructional Leadership Team and used to gauge student progress. Emphasis has been placed on providing high-quality TIER I instruction. This includes the implementation of Reading, Writing, and Math Workshop with differentiation delivered through small-group instruction.

Professional development is strategically planned throughout the school year to support campus goals. Professional teams meet weekly after school. Teachers participate in data collaboratives and Kid Chats to review student progress and develop support plans for individual students.

The school counselors leads character education throughout the campus. Teachers facilitate class meetings on Mondays, using lesson plans developed by the counselors, focusing on Character Counts. They provide monthly guidance lessons to grade-levels, and support students through small groups as needed or requested. Huggins utilizes a PBIS framework and "house system" to reinforce positive behavior. Students earn Hound Bucks that can be redeemed at the school store and participate in a monthly house pep rally where one student from each grade level receives the Golden Paw award.

Students have opportunities to participate in extracurricular activities including UIL, Science Olympiad, and Student Council.

All kindergarten-second grade classrooms have a minimum of six student iPads. Third-Fifth Grade are allocated laptop carts to support blended learning opportunities during workshop, as well as computer-based assessments.

Through the MTSS process, student progress is measured and opportunities for remediation, intervention, and enrichment are provided to meet the diverse needs of students. The master schedule includes extended learning time for all grade levels. During this 30 minute duration, all new instruction stops and students participate in differentiated learning opportunities to meet individual needs, including accelerated learning as required by law. Progress is monitored and reviewed with parents.

Attendance is taken daily, and the campus saw an increase in attendance during the 23-24 school year.

There will be a total of 40 classroom teachers, 3 specials teachers, 1 librarian, 1 dyslexia specialist, 1 GT facilitator, .5 EB Specialist, 5 special education teachers, 8 paraprofessionals, 1 nurse, and 2 front office staff members.

Huggins Elementary has a strong connection with parents and community stakeholders through partnership with the Friends of Huggins (parent organization). Teachers send out a parent newsletter weekly. The principal also sends out a campus-wide newsletter to parents each week, called the Paw Print, as well as the Huggins Herald, which is sent to the staff. The Site-Based Decision Making Team meets throughout the year.

School Processes & Programs Strengths

- Huggins Elementary has established a cohesive Instructional Leadership Team that shares the same vision and goals.
- Through a defined instructional planning model, grade level teams work collaboratively with the instructional coach and ILT team.
- Friends of Huggins supports students and staff through fundraising, donations, volunteer efforts, and community outreach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Feedback on the Campus Climate Survey indicated parent concern with academic feedback from teachers. **Root Cause:** Communication platforms differ amongst the campus.

Perceptions

Perceptions Summary

Huggins Elementary prides itself on maintaining a close-knit community. Several generations of family members have attended Huggins for elementary school. As the community grows, stakeholders place particular interest in maintaining small-town charm.

Teachers facilitate class meetings to build community within the classroom. The counselors works in tandem with teachers to deliver Character Counts lessons. Emphasis is placed on positive behavior reinforcement through the use of PBIS and campus-wide House System. An array of strategies that support positive behavior include PBIS Rewards, PBIS Celebrations, and Golden Paw Awards for students, staff, and community members.

According to the 23-24 Campus Climate Survey, each group "graded" Huggins Elementary on the overall quality of the school as follows:

Staff: 53% - A, 42% - B, 6% - C

Students: 33% - A, 49% - B, 13% - C, 4% - D, 1% - F

Parents: 44% - A, 37% - B, 14% - C, 5% - D, 1% - F

Perceptions Strengths

- A percentage increase from all stakeholders in the overall A rating for the quality of the school was noted.
- Relationships between staff and community remain an integral part of the Huggins culture
- Emphasis is placed on PBIS

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents report that teachers do not give helpful feedback on student schoolwork or useful information on how to do well. **Root Cause:** This year, fall conferences were optional. Additionally, parent communication modalities were not consistent.

Priority Problem Statements

Problem Statement 1: Fifth Grade Science STAAR scores decreased by 16% in approaches, 20% in Meets, and 19% in Masters.

Root Cause 1: The number of students in fifth grade did not meet projection, resulting in a change of staffing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 24.64% of Kindergarteners, 14.78% of First Graders, and 11.71% of Second Graders were reading below level at the end of the 23-24 school year.

Root Cause 2: There were 4 first/second year teachers in the primary grades, resulting in some gaps in TIER One instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Feedback on the Campus Climate Survey indicated parent concern with academic feedback from teachers.

Root Cause 3: Communication platforms differ amongst the campus.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents report that teachers do not give helpful feedback on student schoolwork or useful information on how to do well.

Root Cause 4: This year, fall conferences were optional. Additionally, parent communication modalities were not consistent.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- 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
- State certified and high quality staff data
- 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-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: November 6, 2024

Goal 1: By May 2025, 90% of students in kindergarten-second grade will be reading on or above level as measured by the MAP Fluency and MAP Growth.

Performance Objective 1: Teachers will build their students' language comprehension and ability to ask and answer questions.


High Priority


HB3 Goal

Evaluation Data Sources: MAP Reading Fluency Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will implement cultural and linguistically responsive instructional strategies to promote language comprehension. Strategy's Expected Result/Impact: Students' language comprehension will improve on the MAP reading fluency assessment Staff Responsible for Monitoring: Classroom teachers, special education teachers and campus leadership team.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Tutoring - Extra Duty Pay - 199 PIC 25 State Bilingual/ESL</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Interactive read alouds will be implemented consistently within the reading workshop model. Strategy's Expected Result/Impact: Students' language comprehension will improve on the MAP reading fluency assessment Staff Responsible for Monitoring: Classroom teachers, special education teachers and campus leadership team.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: 24.64% of Kindergarteners, 14.78% of First Graders, and 11.71% of Second Graders were reading below level at the end of the 23-24 school year. **Root Cause:** There were 4 first/second year teachers in the primary grades, resulting in some gaps in TIER One instruction.

Goal 1: By May 2025, 90% of students in kindergarten-second grade will be reading on or above level as measured by the MAP Fluency and MAP Growth.





Performance Objective 2: Teachers will implement lessons to increase students' ability to decode the grade level texts.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Reading Fluency Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide daily phonics instruction through the use of the UFLI curriculum.</p> <p>Strategy's Expected Result/Impact: Students' ability to decode the text will improve on the MAP reading fluency assessment.</p> <p>Staff Responsible for Monitoring: Classroom teachers, special education teachers, and campus leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use Jan Richardson's "Next Steps Forward in Guided Reading" and HMH lessons to plan for differentiated reading groups.</p> <p>Strategy's Expected Result/Impact: Students' ability to decode the text will improve on the MAP reading fluency assessment.</p> <p>Staff Responsible for Monitoring: Classroom teachers, special education teachers, and campus leadership team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutor - Extra Duty Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students reading below level will be provided targeted intervention during extended learning time and a parent conference will be scheduled to review instructional resources to support learning at home.</p> <p>Strategy's Expected Result/Impact: Students' reading level will increase and parents will gain understanding of academic progress and how to support at home.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Tutors, MTSS coordinator, Reading Interventionist, Instructional Coach, and Special Education Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will participate in bi-monthly extended planning time through Innovative School Day.</p> <p>Strategy's Expected Result/Impact: With six additional hours of planning each month, teachers will be able to conduct Unit Planning (SE Analysis), develop assessments, and analyze data to inform instruction.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: 24.64% of Kindergarteners, 14.78% of First Graders, and 11.71% of Second Graders were reading below level at the end of the 23-24 school year. Root Cause: There were 4 first/second year teachers in the primary grades, resulting in some gaps in TIER One instruction.</p>

Goal 2: By May 2025, Fifth Grade Science data will increase by 10% in all performance categories on STAAR.


Performance Objective 1: Teachers will facilitate the following percentages of indoor and outdoor interactive science investigations. K-1=80% , 2-3= 60%, 4-5= 50%


High Priority

Evaluation Data Sources: Lesson Plans, PLC Unit Planning Meetings, Classroom Observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Document hands-on science investigation for each unit on the long range plans.</p> <p>Strategy's Expected Result/Impact: Teachers will be more prepared by having time blocked off for hands-on science investigations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop a plan for requesting, checking out, and returning materials to conduct hands-on science investigations.</p> <p>Strategy's Expected Result/Impact: Teachers will have the materials necessary to conduct their planned science investigations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop a plan to communicate needs and recruit volunteers to assist with hands-on science investigations.</p> <p>Strategy's Expected Result/Impact: Parents will assist the teachers by preparing the materials needed to conduct hands-on science investigations. Students will have a smaller adult to student ratio when conducting science hands-on investigations.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Fifth Grade Science STAAR scores decreased by 16% in approaches, 20% in Meets, and 19% in Masters. **Root Cause:** The number of students in fifth grade did not meet projection, resulting in a change of staffing.





Goal 2: By May 2025, Fifth Grade Science data will increase by 10% in all performance categories on STAAR.

Performance Objective 2: Ensure access to engaging, rigorous, real-world learning opportunities that support high quality Tier 1 instruction.

High Priority

Evaluation Data Sources: Classroom Observations, Lesson Plans, Student Progress and Growth, Progress Monitoring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement additional resources to supplement HMH Into Science including Science Penguin. Strategy's Expected Result/Impact: Students will demonstrate mastery of science objectives. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each 1st-5th grade student will utilize an interactive science notebook. Strategy's Expected Result/Impact: Students will increase science understanding and ability. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement the elements of science workshop to differentiate science instruction through small group instruction. Strategy's Expected Result/Impact: High quality differentiated science opportunities for all students. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: Tutoring - Extra Duty Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Progress Monitoring and Data Meetings will be conducted after each major grade. Strategy's Expected Result/Impact: High quality learning opportunities will be provided to each students. Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will participate in bi-monthly extended planning time through Innovative School Day. Strategy's Expected Result/Impact: With six additional hours of planning each month, teachers will be able to conduct Unit Planning (SE Analysis) , develop assessments, and analyze data to inform instruction. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The Assistant Principal will participate in the Purple Track Elementary Task Force. Strategy's Expected Result/Impact: Through district collaboration, strategies to support high-quality TIER One instruction will be shared and brought back to the campus. Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Fifth Grade Science STAAR scores decreased by 16% in approaches, 20% in Meets, and 19% in Masters. Root Cause: The number of students in fifth grade did not meet projection, resulting in a change of staffing.</p>

Goal 2: By May 2025, Fifth Grade Science data will increase by 10% in all performance categories on STAAR.

Performance Objective 3: Implement opportunities for students to engage in science enrichment.


High Priority

Evaluation Data Sources: Student Data, Master Schedule, Classroom Observation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize professional resources including HMH Into Science, Progress Learning, and Science Penguin to integrate science content into extended learning time.</p> <p>Strategy's Expected Result/Impact: Students will synthesize their learning and apply this knowledge through real-world connections in science</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will incorporate the use of Canvas to provide supplemental resources for students to access.</p> <p>Strategy's Expected Result/Impact: Students will have access to resources at home, for independent practice, and review</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Huggins will host a campus-wide STEAM Night and Science Fair.</p> <p>Strategy's Expected Result/Impact: Students will engage in extended opportunities focused on science content, and parents will be informed of current learning standards.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Fifth Grade Science STAAR scores decreased by 16% in approaches, 20% in Meets, and 19% in Masters. **Root Cause:** The number of students in fifth grade did not meet projection, resulting in a change of staffing.

School Processes & Programs

Problem Statement 1: Feedback on the Campus Climate Survey indicated parent concern with academic feedback from teachers. **Root Cause:** Communication platforms differ amongst the campus.

Perceptions

Problem Statement 1: Parents report that teachers do not give helpful feedback on student schoolwork or useful information on how to do well. **Root Cause:** This year, fall conferences were optional. Additionally, parent communication modalities were not consistent.





Goal 3: By May 2025, 85% of the community and staff will report through the campus climate survey that communication was accessible and readily available.

Performance Objective 1: Teachers will communicate with parents through a variety of modalities.

High Priority

Evaluation Data Sources: LCISD Parent Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly newsletters using a campus template will be posted on Canvas.</p> <p>Strategy's Expected Result/Impact: Parents will feel more aware of school wide information and upcoming events.</p> <p>Staff Responsible for Monitoring: All classroom teachers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parents will engage in a Principal breakout session during Parent Information Night with information about directions on how to access canvas.</p> <p>Strategy's Expected Result/Impact: Staff will be aligned in communication to parents and parents will feel more prepared on how to access school information.</p> <p>Staff Responsible for Monitoring: All staff.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All parents will participate in a fall conference.</p> <p>Strategy's Expected Result/Impact: Parents will be better informed of school processes.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Feedback on the Campus Climate Survey indicated parent concern with academic feedback from teachers. Root Cause: Communication platforms differ amongst the campus.</p>
Perceptions
<p>Problem Statement 1: Parents report that teachers do not give helpful feedback on student schoolwork or useful information on how to do well. Root Cause: This year, fall conferences were optional. Additionally, parent communication modalities were not consistent.</p>

Goal 3: By May 2025, 85% of the community and staff will report through the campus climate survey that communication was accessible and readily available.

Performance Objective 2: Parents will receive MTSS communication about instructional progress.

High Priority

Evaluation Data Sources: SuccessED

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Following Kid Chat/student data meetings, all parents will be notified of their child's placement for Extended Learning Time (enrichment, maintenance, intervention, or remediation).</p> <p>Strategy's Expected Result/Impact: Parents will be more informed about their student's specific academic needs and the support they will be receiving.</p> <p>Staff Responsible for Monitoring: Staff and administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The MTSS Coordinator will work with the district coordinator to develop a framework and communication system for MTSS.</p> <p>Strategy's Expected Result/Impact: Teachers and parents will develop a better understanding of TIER One, Two, and Three support.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator, Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$2,211</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Feedback on the Campus Climate Survey indicated parent concern with academic feedback from teachers. **Root Cause:** Communication platforms differ amongst the campus.

Perceptions

Problem Statement 1: Parents report that teachers do not give helpful feedback on student schoolwork or useful information on how to do well. **Root Cause:** This year, fall conferences were optional. Additionally, parent communication modalities were not consistent.

State Compensatory

Budget for Huggins Elementary

Total SCE Funds: \$2,211.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory funds will be used for extra-duty pay to support intervention/tutorials.

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutor - Extra Duty Pay		\$0.00
2	2	3	Tutoring - Extra Duty Pay		\$0.00
3	2	2			\$2,211.00
Sub-Total					\$2,211.00
Budgeted Fund Source Amount					\$2,211.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring - Extra Duty Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,620.00
+/- Difference					\$1,620.00
Grand Total Budgeted					\$3,831.00
Grand Total Spent					\$2,211.00
+/- Difference					\$1,620.00