

Katy Independent School District
Hutsell Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Hutsell Elementary's Mission Statement

The mission of Hutsell Elementary School is to provide an educational program offering each child the opportunity to develop individual abilities intellectually, physically and socially within a cooperative, challenging, yet nurturing environment. The faculty, staff, parents, and volunteers are committed to developing lifelong learners who are productive, self-reliant and caring citizens. With the belief that all students in our diverse population can achieve success, there is no doubt that...Hutsell is the place to be!

Vision

Hutsell's Campus Vision is "Growing Every Student" through:

- Targeted Small Group Instruction
- Differentiated Instruction
- Student Engagement
- Building Relationships
- Explicit Instruction

Theme

Hutsell's Theme is BUILDing Leaders.

Be your best self

Uplift and encourage others

Ideas and Opinions are respected

Learn from mistakes

Do it today and everyday!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Hutsell's Campus Needs Assessment was developed jointly with a community of stakeholders providing valuable input during several committee meetings during the spring of the 2023-2024 school year. Stakeholders included community members, parents, teachers, para-professionals, school leadership (Principal, Assistant Principal, and Instructional Coaches), Title I teachers, and the district appointed C.A.T. member. On April 24, 2024, Hutsell conducted the first of two C.A.T Campus Needs Assessment meetings. During the first meeting, data was shared and members were able to analyze the data to provide input in all four areas of the CNA. Additionally, members received copies of the 2023-2024 CIP for review. Team members worked in groups and did a jigsaw activity in which all groups shared their findings/input with the whole group to determine strengths and problems. Additionally, copies of the Title I Parent and Family Engagement Policy and School/Parent/Teacher Compact to review and make any needed changes to be reflected for the next school year. [During the second meeting July 25, 2024](#), strengths, problems, data, and other items discussed during the meeting were summarized and committee members were informed that their input would be used to develop the CIP for the 2024-2025 school year. In addition, school leadership has a meeting scheduled on June 17, 2024 to discuss preliminary STAAR results and determine needs based on the results. The principal will also met with district Title I Specialist Vivian Muldune to review the CNA on June 18, 2024 via Zoom.

Stakeholders from the 2023-2024 School Year (who collaborated to build the 2024-2025 needs assessment):

Shaunta Smith - Principal

Ariel Ortega - Assistant Principal (other school leader)

Rocio Sokol - Assistant Principal (other school leader)

Cynthia Schwartz - Title I Teacher

Katherine Hodgins - Counselor

Linda Garcia - ELA Instructional Coach

Christian Chavez - Math/Science Instructional Coach

Michelle Luster - District Rep

Vivian Muldune - District Title I Specialist

Regina Alexander - Community Member

Jorge Gonzalez-Community Member

Dawn Wiedeman - Instructional Coordinator

Araceli Quintero - Para-professional
Ana Betanzos - Para-professional
Margarita Bhattadamy- Parent
Maria Jackson - Parent
Jon Broussard - Parent
Katelynn Hancock - Librarian
Wafa Alkowni - SPED Teacher
Tosha Jones - Behavior Support/SPED
Mary Mandeville - Teacher
Sarah Barnes - Teacher
Yvonne Voorhees - Teacher
Milvia Waller - Teacher
Diego Restrepo - Teacher
Blanca Yanez - Teacher

Data Documentation:

Demographics - TAPR Report, Student demographics from Principal Dashboard, discipline records, attendance and Mobility reports

Student Learning - STAAR Preliminary Results, CBA and DLA data for Math, Growth Reports and Module Assessments for RLA, Science CBAs, and Retention/Placement data from Counselor

School Processes & Programs - School data/information regarding school programs, MTSS data, community input

Perceptions - school surveys, teacher, community, parent input from CAT meetings

Priority Problem Statements and Root Causes:

Problem Statement	The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR.
Root Cause	Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.

Problem Statement	Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts and Science.
Root Cause	There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

Problem Statement	Hutsell continues to need more active parent volunteers at all levels to include support in the classroom, at grade-level events, and at school-wide events.
Root Cause	There needs to be more opportunities for parents to learn about the various ways to volunteer at Hutsell. PTA support is needed to facilitate various activities.

Problem Statement	2023-2024 discipline data shows that there was a significant increase in behavior incidents requiring referrals to administrators. The most common incident code for office referrals involve physical contact.
Root Cause	There is a need for professional development for teachers in the area of teaching appropriate behaviors, enforcing behavior expectations, and classroom management. Additionally, there is a need for an increased amount of social skills lessons being taught by the school. There is also a need in the area of students properly expressing feelings and regulating their emotions.

Demographics

Demographics Summary

Hutsell Elementary opened in 1978, making this our 46th year for providing instruction to a diverse group of students from many cultural and socio-economic backgrounds. In August of 2024, Hutsell will have gone through a complete renovation of the entire school which was a two-year process funded by a board-approved bond. Our EC - 5th Title I Bilingual campus is located in the heart of Katy. Katy ISD continues to be recognized as one of the best school districts in the Houston Metropolitan Area. The district is one of the fastest growing districts in the state of Texas. Hutsell Elementary is a highly diverse campus which represents our local community. We are a neighborhood school serving a working community.

Hutsell ended the 2023-2024 school year with 845 students enrolled on campus. We are projected to have 791 students during the 2024-2025 school year.

Our highest demographic student group is Hispanic with 67.5%. Our second largest group is White with 21.8%. The last published mobility rate was 12.2% (2021-2022) compared to the district's mobility rate of 11.0%. Hutsell mobility rate is 1.2% higher than the district's rate. At the end of the 2023-2024 school year, Hutsell's attendance rate was 94.84%. Maintaining above the required attendance rate as well as tardies will continue to be a school focus. The campus will continue to strive to build strong partnership with parents to maintain the attendance rate and decrease tardies. Hutsell Elementary's student population groups include 48.6% English Language Learners (EB/EL), 1.18% Gifted and Talented, and 32.1% Special Education. Additionally, our economically disadvantaged group makes up 71.2% of our population. Students identified as at-risk are 64.6% of our student population.

Hutsell Elementary School continues to place a high priority in employing a high-quality, talented staff. We gain teachers new to the profession and teachers taking advantage of different positions within the school and throughout the district. Fifteen new teachers and one new Instructional Coach joined the Hutsell Elementary family this year. New teachers to the profession receive a teacher mentor on campus. Teachers new to the District but not new to teaching are assigned a buddy teacher to help them get acclimated to the campus. Katy ISD provides the New Teacher Onboarding at the beginning of the year and supports a campus mentoring program. All teachers will attend professional development sessions throughout the year. The professional development sessions will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional coaches, campus administration, district level specialist, and a few outside professionals. It is important at Hutsell Elementary to provide ongoing, very targeted, job-embedded professional learning. This year Hutsell will continue to provide training on effective lesson planning, data-driven instruction and social emotional learning. Based on our diverse campus, more training in the area of differentiated instruction is needed to support the range of academic needs in the classroom. Due to our high ELL/LEP population, trainings on Language Arts and vocabulary development continues to be a need. In addition to professional development, the weekly Grade Level & Team PLC meetings reinforce professional development by discussing key ideas from learning and how to implement, student data analysis, and grading.

Demographics Strengths

Hutsell Elementary has many demographic strengths. Some of the most notable include:

- There are many countries represented in our school, therefore, students at Hutsell Elementary are very accepting of new students regardless of race or ethnicity.
- Our staff demographics are a representation of our student body.
- We have many supportive parents and students who are committed to success.
- Our attendance rate is consistently above the state requirement.
- All teachers attend grade level planning meetings and PLCs to strengthen instruction through data analysis, the alignment of the curriculum, and lesson planning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR. **Root Cause:** Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.

Student Learning

Student Learning Summary

Student learning is a top priority at Hutsell, and many initiatives were implemented this past year for the purpose of adding growth to student achievement. The Accountability Data Summary addresses the following three domains: Student Achievement, School Progress, and Closing the Gaps. For the 2023-2024 school year, Hutsell Elementary received the following scores:

- Domain 1 – Student Achievement: Scale Score = 00%
- Domain 2 – School Progress: Scale Score = 00%
- Domain 3 – Closing the Gaps: 00%
 - Academic Achievement Status = 00% (Meets & Masters)
 - Academic Growth = 00%
 - EL Proficiency Status (TELPAS) = 00%
 - Student Success Status (Federal Targets) = 00%

Student Learning Strengths

- Overall, our students' Reading Language Arts Growth Measure report indicates growth from the beginning of the year until the end of the year.
- The percentage of our 4th grade students who met approaches, meets, and masters on the Reading Language Arts STAAR increased from 2023-2023 to 2023-2024.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts, Math, and Science. **Root Cause:** There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

School Processes & Programs

School Processes & Programs Summary

Due to a needs assessment during the 2022-2023 school year, changes were made to several of Hutsell Elementary's school processes and programs and were implemented for the 2023-2024 school year. Processes and programs that impact the following areas are a top priority:

- Effective Planning for Student Success
- Morning Community Circle Time
- Students Engagement During Instruction
- Analysis of Student Assessment Data
- Effective Data-Driven Small Group Instruction
- Social and Emotional Well-Being of All Students
- Monitoring Health & Safety
- Engaging Parents & Families
- Building a Positive School Culture

Hutsell's Campus Theme is "BUILdIng Leaders!"

B - Be your best self

U - Uplift & encourage others

I - Ideas & opinions are respected

L - Learn from mistakes

D - Do it today & everyday

Hutsell's Campus Focus – Effective Data-Driven Instruction

Hutsell Elementary has a proud history of diversity amongst students and staff. The faculty, staff, parents, and volunteers are committed to developing lifelong learners who are productive, self-reliant and caring citizens. Hutsell Elementary is highly committed to its school mission, vision, and core values. As a Title I school, it is very important to provide many opportunities for parents to be engaged in the school. This year, we added several extracurricular opportunities for students and families such as the Daddy Daughter Dance, Mother Son Dance, Choir Club, Art Club, Multicultural Night, Holiday House Party, and more. When our students fail to meet academic benchmarks, adjustments will be made within instruction, the school context, and organization.

Hutsell Elementary School's core curriculum includes language arts, mathematics, science, social studies, art, music, and physical education. A balanced literacy framework based on The Science of Teaching Reading is the vehicle used to deliver language arts instruction and includes shared, guided, and independent reading, writing, phonics, and read alouds. The workshop model of instruction is used during reading, writing, and math. Hutsell will continue implementing a science laboratory classroom to reinforce science concepts in grades PK - 5. The lab follows the 5E and C-E-R Models and utilizes hands-on instruction. Hutsell Elementary also incorporates the district's elementary counseling program "PurposeFull People" by Character Strong that facilitates the cause of social emotional learning and character education. These strategies and approaches are valuable to help people connect with our school – kids, staff, and families. This year will be our second year implementing Ron Clark's House System to support social emotion learning, positive school culture, and student engagement.

HB3 Goals are Early Childhood Literacy and Mathematics Proficiency, it has been recommended to establish BOY and EOY check points throughout the year to measure student progress at all grade levels. Kindergarten through second grade focus upon ISIP, Amira, Dream Box, TX Kea, TPRI/TEJAS LEE. Third through fifth grade focus on STAAR, Amira, EDL Assessments for Spanish students currently served in Bilingual Program (3rd – 5th), Amira, Dream Box, District Level Assessment (DLA) and campus common assessments. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for ELL students.

The Multi-Tiered System of Supports (MTSS) is the process for identifying students who need academic and behavior intervention. Student progress is monitored and students are served depending on individual needs. Multi-Tiered System of Supports committee meetings will be held every nine weeks throughout the school year during grade level planning times to discuss students' currently receiving intervention. The committee will be lead by the Instructional Coordinator. Teachers use classroom and campus assessment data to identify students that are performing below grade level. If the data has shown that after teachers have implemented Tier I strategies in the classroom and students are not making academic progress, they request a MTSS Collaboration Meeting. These meetings are held with the MTSS Coordinator, Classroom Teachers, and Academic Support Teachers. Questions are asked about what is being done to address these students' needs.

- Are they making progress?
- What interventions are being used?
- What parent communication is being conducted?

The eSTAR program is used to gather information about each student. If it is determined that students need more support, goals are set, and an intervention plan is created. Students, goals, and intervention plans are monitored every nine weeks. This year, Hutsell is participating in Katy ISD's MTSS-B cohort along with other schools to successfully implement the new MTSS-B strategies.

Bi-weekly grade level PLCs and weekly lesson planning meetings are held with the leadership team, teachers, and instructional coaches. These grade level learning communities target explicit instruction delivery, data review, long-range planning, and professional learning. Professional learning days have been built into the District Instructional Calendar. Professional development opportunities will be based upon the needs identified in this Campus Improvement Plan and will be facilitated by campus teacher leaders, campus instructional coaches, campus administration, or outside professionals. It is important at Hutsell Elementary to provide ongoing, targeted, job-embedded professional learning. Paraprofessionals are included in all staff development days. Grade levels, the Specials team, and Comp Ed teachers all have a daily common planning time. Hutsell is excited to continue a variety of supplemental programs to assist our students' needs such as "Read, Deed, Run", Tutorials, Student Council, Young Men of Honor, and Busy Bees.

School Processes & Programs Strengths

Hutsell Elementary has identified the following strengths:

- A campus wide theme - "BUILdIng Leaders," based on Ron Clark's Essential 55 Skills.
- A campus wide focus – Effective Data-Driven Instruction
- A strong MTSS Process that maximizes the number of students receiving intervention services
- Planning in PLCs
- Teachers ability to identify strategies for students in Tier 1 and Tier 2
- The ability to interpret and use common assessment data to drive instructional decisions.
- The Hutsell Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- Grade level PLCs strengthen instruction through the alignment of the curriculum, lesson planning, and the pacing calendar.
- Monthly Faculty Meetings are held with staff to dialog and collaborate about campus concerns.

- Interruptions to the instructional day are kept to a minimum.
- Safety drills are performed frequently and efficiently.
- Technology Resources are plentiful at Hutsell.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data from 2023-2024 STAAR indicates that there was a decrease in the percentages of students achieving approaches, meets, and masters. **Root Cause:** Teachers need additional and ongoing professional development and support in the area of using data to drive targeted instruction to meet the various needs of our students.

Perceptions

Perceptions Summary

Hutsell Elementary takes pride in creating a family-friendly school environment. We are continually working to provide ways for parents to partner with the school to ensure our students have the best academic and social-emotional experience while at Hutsell. The programs we offer speak to the diverse needs and interests of our students and parents. The campus provides Spanish and English translations on the website, the weekly newsletter, and in print. We also provide interpreters during school events. We make sure that our routines are consistent, including sending Take-Home Folders every Wednesday. An increased use of technology and social media has been utilized to communicate important school information with parents and the community. This year, parents will continue to receive the campus newsletter electronically via the Smores platform in both English and Spanish.

Parents and community members are able to engage in school programs, activities, and events during the day and after school. This ranges from WATCH D.O.G.S., Title I events, Field Day, having lunch with their child(ren), school performances, and more. Hutsell's students are able to benefit from community programs such as KEYS Mentors, PALS, and Take me Fishing Hutsell. All of these events and programs are part of what makes Hutsell "The Place to Be."

Hutsell's parents and our community members are also an integral part of the school's decision-making process. Parents and community members serve on school the Campus Advisory Team (CAT) to play a role in the school's decision-making process. The Campus Advisory Team serves in an advisory role to campus leadership regarding important school matters. Our campus also has a plethora of community partners who donate their time and resources to help meet the needs of our students and families. Without our parents and community support, input, and involvement, Hutsell Elementary would be missing a key component that makes our campus operate at a high caliber. Hutsell's Parent Teacher Association functions to allow parents and teachers the opportunity to collaborate for the purpose of providing a wide-range of positive experiences for our students to enhance their academic and social-emotional well-being. Our PTA has held fundraisers and donated the proceeds to purchasing a rock wall in the gym, a luncheon for staff on a professional development day, and staff appreciation treats. We are looking forward to increased opportunities for Hutsell's PTA to add value to our school community this year.

One of our favorite sayings at Hutsell is "Hutsell is the Place to Be." We strive to provide a culture and climate that represents positivity, teamwork, collaboration, and having a dedicated staff that functions as a family. A huge focus is placed on the importance of building relationships with students, because we recognize that students work best in an environment where they know they are cared for and loved. Social skills and behavior expectations are explicitly taught, modeled, and practiced. Teachers and other staff receive professional development on best practices to ensure that a healthy classroom climate is created and maintained. Professional development for teachers also includes strategies for improving instructional delivery and knowledge of content area standards (Texas Essential Knowledge and Skills) to ensure that academics remain the primary focus. The Leadership Team, which is comprised of the Principal, two Assistant Principals, an Instructional Coach, an Instructional Coordinator, a Title I Coordinator, and a Counselor visit classrooms to observe teaching practices and provide feedback and support based on teacher performance. Teachers carefully reflect on the purpose, appropriateness, and relevance of teaching practices and classroom procedures/routines. Students use the Hutsell Hornet Pledge every morning as a reminder of school expectations.

The Hornet Pledge is:

At Hutsell, we work as a team to BUILD leaders. This means:

B - Be your best self

U - Uplift & encourage others

I - Ideas & opinions are respected

L - Learn from mistakes

D - Do it today & everyday

The PBIS program will continue to be implemented in conjunction with the Ron Clark Academy House System this school year. The discipline management program provides campus-wide social skill lessons and establishes student behavior expectations. It also focuses on the importance of working as a team and a community to reach goals. Through the PBIS program, Hutsell has implemented routines and procedures. Due to an increase in behavior incidents in previous years and the impact that the COVID-19 pandemic has had on students' mental health, the campus will continue to expand the program to encompass Social Emotional Learning (SEL). In addition to the already established PBIS framework, Trauma Informed Practices will be implemented to offer intensive support for students.

Perceptions Strengths

Hutsell Elementary works hard to maintain these strengths:

- We have improved parental involvement by holding numerous events such as:
 - Grade Level Parent Orientations Meetings, CATCH Night, Literacy Glow Night, STEAM Night, Take Me Fishing Hutsell, Daddy Daughter Dance, Mother Son Dance, Multicultural Night, Grade Level Performances, PTA Meetings, CAT Meetings, Holiday House Party.
- We will host the seventeenth annual Take Me Fishing event in the Spring of 2024 in order to continue building relationships between the Texas Parks and Wildlife Department, our staff, our community and the parents of our students.
- We continue and increase our collaboration with our Partners in Education, area businesses, and community organizations. Our Partners in Education are: H.E.B., First Methodist Church, Power House Church, TRC Group, US Silica, Rain Forest Cafe, Walmart, Rotary Club, VFW Post 9182, Panera Bread, Bass Pro Shop, Brazos Valley Schools Credit Union, First Educators Credit Union, and Texas Parks and Wildlife
- We use community partners as KEYS Mentors for our students.
- We facilitate the Junior Achievement Program for all students by Keller Williams Reality employees.
- We host teacher interns from the Miller Career & Technology Center as they complete their Education and Training program.
- Katy High School students serve as peer mentors through the PALS program.
- Club Busy Bee, a before and after school care program will continue to be offered on campus this year. The program provides an afternoon snack and homework help.
- We continue to use a database to track the work of volunteers and community partnership members.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Hutsell continues to need more active parent volunteers at all levels to include support in the classroom, at grade-level events, and at school-wide events. **Root Cause:** There needs to be more opportunities for parents to learn about the various ways to volunteer at Hutsell. PTA support is needed to help recruit volunteers for various activities.

Problem Statement 2 (Prioritized): 2023-2024 discipline data shows that there was a significant increase in behavior incidents requiring referrals to administrators this school year. The top incident code for office referrals involve physical contact. **Root Cause:** There is a need for professional development for teachers in the area of teaching appropriate

behaviors, enforcing behavior expectations, and establishing classroom management. Additionally, there is a need for an increased amount of social skills lessons being taught by the school counselor and teachers in the area of students properly expressing feelings and regulating their emotions.

Priority Problem Statements

Problem Statement 1: The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR.

Root Cause 1: Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts, Math, and Science.

Root Cause 2: There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Hutsell continues to need more active parent volunteers at all levels to include support in the classroom, at grade-level events, and at school-wide events.

Root Cause 3: There needs to be more opportunities for parents to learn about the various ways to volunteer at Hutsell. PTA support is needed to help recruit volunteers for various activities.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: 2023-2024 discipline data shows that there was a significant increase in behavior incidents requiring referrals to administrators this school year. The top incident code for office referrals involve physical contact.

Root Cause 4: There is a need for professional development for teachers in the area of teaching appropriate behaviors, enforcing behavior expectations, and establishing classroom management. Additionally, there is a need for an increased amount of social skills lessons being taught by the school counselor and teachers in the area of students properly expressing feelings and regulating their emotions.

Problem Statement 4 Areas: Perceptions

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.

Evaluation Data Sources: Implementation of the campus bullying prevention plan, Katy ISD Discipline Data Dashboard

Strategy 1 Details	Reviews			
Strategy 1: A campus violence and bullying prevention plan will be developed and implented throughout the school year based on the 2023-2024 bullying survey data. Strategy's Expected Result/Impact: The amount discipline referrals for violence and bullying will decrease from 2023-2024 to 2024-2025. Staff Responsible for Monitoring: Administrators, Counselor Title I: 2.6	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: SI: 80% of third through fifth grade teachers will score above proficient in implementing targeted data-based small group instruction as evidenced by data from the District Reading Language Arts IPG Rubric and the District Math Look-Fors Rubric.





High Priority

Evaluation Data Sources: District Reading Language Arts IPG Rubric and the District Math Look-Fors Rubric.

Strategy 1 Details		Reviews			
Strategy 1: After each assessment, teachers will analyze assessment data, make instructional implications for small groups, and plan targeted small group instruction based on the data utilizing Aware reports and student data walls by using technology, manipulatives, professional development, print resources to provide accelerated learning to increase performance levels for all student groups. Strategy's Expected Result/Impact: Students will receive targeted small group instruction based on performance data designed to ensure mastery of TEKS. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Assistant Principals, and Principals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Data Binders, Professional Development Materials, and Courses - 211 - Title I Part A - \$2,000, prepared media-subscriptions for online resources - 211 - Title I Part A - \$15,290		Formative			Summative
		Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: The District Reading Language Arts IPG and Math Look-Fors will be used by the leadership team to identify levels (needs support, proficient, above-proficient) of teaching performance. Strategy's Expected Result/Impact: Plans for support for improved teaching performance will be developed and implemented based on the District Reading Language Arts IPG and Math Look-Fors Rubric data. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator, Assistant Principals, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development - 211 - Title I Part A - \$695		Formative			Summative
		Oct	Jan	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: A learning walk schedule for members of the leadership team will be implemented to ensure consistent classroom visits/observations. Strategy's Expected Result/Impact: Every classroom will receive a learning walk with feedback once or more per week. Every third through fifth grade classroom will receive a learning walk once or more per day. Increased targeted support based on learning walk data will improve small group instruction. Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development, Instructional Resources - 211 - Title I Part A		Formative			Summative
		Oct	Jan	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Targeted professional development opportunities will be provided throughout the school year during PLCs, faculty meetings, at District trainings, Out-of-District trainings, etc. to address instructional best practices based on our data needs. Strategy's Expected Result/Impact: Teachers and Leadership Team members will be equipped with the tools necessary to implement and support highly effective classroom instruction. Staff Responsible for Monitoring: Administrators, Instructional Coach, Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development Trainings, Speakers, Literature - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Jan	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Adult behavior data will be discussed each week during Leadership Team Meetings and necessary adjustments will be made based on data. Strategy's Expected Result/Impact: The Leadership Team will collaborate to support and improve adult behaviors as well as reinforce positive adult behaviors. There will be a continual increase of positive adult behaviors by the end of the 2024-2025 school year. Staff Responsible for Monitoring: Administration, Instructional Coach, Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1		Formative			Summative
		Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
Strategy 6: The leadership team will communicate and review campus goals, expectations, data updates, progress, and adult behavior expectations during monthly faculty meetings, on the weekly staff newsletter, during PLCs, and team leader meetings. Strategy's Expected Result/Impact: Staff will continually stay abreast of progress towards campus goals, areas in need of improvement, and plans for support. They will also be given the opportunity to share input in plans to support campus goals. Staff Responsible for Monitoring: Administration, Instructional Coach, Instructional Coordinator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: General Education, Academic Support, Bilingual and Special Education teachers will provide additional learning time and intervention to students particularly at-risk and targeted sub population students to meet the challenging state academic standards. Strategy's Expected Result/Impact: Students will show growth on STAAR, CBA's, DLA's and checkpoint and module assessments Staff Responsible for Monitoring: Instructional coach and coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Academic Support Teacher, materials, professional development and technology - 211 - Title I Part A - \$233,134	Formative			Summative
	Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR. Root Cause: Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.
Student Learning
Problem Statement 1: Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts, Math, and Science. Root Cause: There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: FitnessGram, Class Observatin, Formative and Summative fitness skill assessments.

Strategy 1 Details		Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. This committee will also plan the campus' annual CATCH Night which will be held October 13th. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators, Physical Education Teachers Title I: 2.4, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: Literature, Equipment, Professional Development - 211 - Title I Part A - \$300		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators, Physical Education Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: PE Equipment, Professional Development - 211 - Title I Part A - \$300		Formative			Summative
		Oct	Jan	Apr	June



No Progress



Accomplished



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Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR. **Root Cause:** Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.

Student Learning

Problem Statement 1: Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts, Math, and Science. **Root Cause:** There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

Perceptions

Problem Statement 1: Hutsell continues to need more active parent volunteers at all levels to include support in the classroom, at grade-level events, and at school-wide events. **Root Cause:** There needs to be more opportunities for parents to learn about the various ways to volunteer at Hutsell. PTA support is needed to help recruit volunteers for various activities.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Hutsell elementary students who achieve Meets and above in Reading will increase to 47% by July 2025.

HB3 Goal

Evaluation Data Sources: STAAR

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percent of Hutsell elementary students who achieve Meets and above in Math will increase to 26% by July 2025.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: This year, 90% of students will make a year's growth on Amira, CBAs, Dreambox, and Module Assessments by the end of the year.

High Priority
Evaluation Data Sources: Amira, CBAs, Dreambox, and Module Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage in individual data meetings with the Instructional Coach on a three-week cycle throughout the school year. Strategy's Expected Result/Impact: The Instructional Coach and leadership team will be able to design personalized support for teachers based on data in order to support student learning and professional growth. Staff Responsible for Monitoring: Instructional Coach, Instructional Coordinator and Administrator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Literature for Instructional Best Practices - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR. Root Cause: Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.
Student Learning
Problem Statement 1: Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts, Math, and Science. Root Cause: There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: HB3: The percent of Hutsell Elementary 3rd grade students who achieve Meets and Above in Reading will increase to 60% by July 2025.

HB3 Goal

Evaluation Data Sources: 2024-2025 STAAR Results

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 3: HB3: The percentage of Hutsell Elementary 3rd grade students who achieve Meets and Above in Math will increase from to 50% by July 2025.





HB3 Goal

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: The School Management pillar on the District culture and climate survey will be at or above an 8 by May 2025.

High Priority

Evaluation Data Sources: District Culture and Climate Survey Results

Strategy 1 Details		Reviews			
Strategy 1: The leadership team will review the campus' results from the District and Climate Survey during leadership team meetings and discuss actions needed to address staff concerns and/or celebrations. Strategy's Expected Result/Impact: Staff members will feel that their voices are being heard and that their input is being considered during the leadership team's decision-making processes throughout the school year. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, Counselor, Instructional Coach, Title I Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: The leadership team will implement monthly staff appreciation activities and will participate in the annual job fair to recruit new teachers. Strategy's Expected Result/Impact: Hutsell's staff will feel appreciated, encouraged, and empowered to serve in their roles at their greatest potential. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, Instructional Coach, and Counselor TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Hutsell will continue to promote parent and family engagement and provide multiple opportunities to share information and gather input from parents and community members.

Evaluation Data Sources: Sign-in sheets from family engagement events

Strategy 1 Details		Reviews			
Strategy 1: Continue providing parent and family engagement activities and resources such as trainings, student materials, print resources, parent and family engagement policy, school and grade-level electronic newsletters, and events. Strategy's Expected Result/Impact: Increased family participation and involvement; increased student achievement Staff Responsible for Monitoring: Title I Coordinator; Campus Volunteers in Public Schools Liaison, Partners in Education Liaison; Campus Leadership Team Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Smores Newsletter Subscription, supplies for family engagement events - 211 - Title I Part A - \$1,360, Flyers for the activities for the year - 211 - Title I Part A - \$579, Snacks for parent meetings - 211 - Title I Part A - \$644		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Hutsell will engage parents in multiple volunteer opportunities to support active engagement in students' educational experience. Strategy's Expected Result/Impact: Increased volunteer hours; increased number of participants in programs such as Watch D.O.G.S., KEYS Mentors, Take Me Fishing Hutsell, and extracurricular events Staff Responsible for Monitoring: Title I Coordinator; Campus Volunteers in Public Schools Liaison, Partners in Education Liaison Title I: 2.6, 4.2 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Supplies for parent engagement events - 211 - Title I Part A - \$1,300		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Hutsell will host transitional events for Pre-K going to kindergarten and 5th grade going to 6th grade students and parents. Strategy's Expected Result/Impact: Increase parent collaboration and involvement in student learning. Staff Responsible for Monitoring: Instructional coach and counselor Title I: 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: materials - 211 - Title I Part A - \$4,600	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR. Root Cause: Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.
Student Learning
Problem Statement 1: Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts, Math, and Science. Root Cause: There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.
Perceptions
Problem Statement 1: Hutsell continues to need more active parent volunteers at all levels to include support in the classroom, at grade-level events, and at school-wide events. Root Cause: There needs to be more opportunities for parents to learn about the various ways to volunteer at Hutsell. PTA support is needed to help recruit volunteers for various activities.

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: The number of student discipline referrals will decrease by 20% by May of 2025.

High Priority

Evaluation Data Sources: Katy ISD Discipline Dashboard

Strategy 1 Details	Reviews			
Strategy 1: The PBIS/House Committee will meet monthly to discuss discipline data and trends to identify targeted behaviors in need of support. Strategy's Expected Result/Impact: Plans will be developed and implemented to address targeted student behavior. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, and Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2 Funding Sources: PBIS Rewards App; professional development; literature/resources for behavior strategies - 211 - Title I Part A - \$2,685	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: MTSS-B collaboratives will be held every nine weeks to identify students in need of intervention and to review/update/monitor intervention plans to provide a well-rounded education for all students. Strategy's Expected Result/Impact: Targeted Tier I, II, and III intervention plans will be implemented to support student behaviors. Staff Responsible for Monitoring: Instructional Coordinator Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 2 Funding Sources: PRIM Manual - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



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Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: 2023-2024 discipline data shows that there was a significant increase in behavior incidents requiring referrals to administrators this school year. The top incident code for office referrals involve physical contact. **Root Cause:** There is a need for professional development for teachers in the area of teaching appropriate behaviors, enforcing behavior expectations, and establishing classroom management. Additionally, there is a need for an increased amount of social skills lessons being taught by the school counselor and teachers in the area of students properly expressing feelings and regulating their emotions.

Goal 7: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Parents will receive information on the virtual engagement events for parents of Emergent Bilingual students.

Evaluation Data Sources: Community Newsletters, Social Media, Blackboard Messaging System

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students Strategy's Expected Result/Impact: Parents will learn about enhancing educational supports, empowering families through helpful resources, and fostering statewide community connections for families of EB students. Staff Responsible for Monitoring: Administrators, ESL and Bilingual Team Leader Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts, Math, and Science. Root Cause: There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

Title I

1.1: Comprehensive Needs Assessment

Hutsell's Campus Needs Assessment was developed jointly with a community of stakeholders providing valuable input during several committee meetings during the spring of the 2023-2024 school year. Stakeholders included community members, parents, teachers, para-professionals, school leadership (Principal, Assistant Principal, and Instructional Coaches), Title I teachers, and the district appointed C.A.T. member. On April 24, 2024, Hutsell conducted the first of two C.A.T Campus Needs Assessment meetings. During the first meeting, data was shared and members were able to analyze the data to provide input in all four areas of the CNA. Additionally, members received copies of the 2023-2024 CIP for review. Team members worked in groups and did a jigsaw activity in which all groups shared their findings/input with the whole group to determine strengths and problems. Additionally, copies of the Title I Parent and Family Engagement Policy and School/Parent/Teacher Compact to review and make any needed changes to be reflected for the next school year. Nov. 7th will be our 2nd meeting, strengths, problems, data, and other items discussed during the meeting were summarized and committee members were informed that their input would be used to develop the CIP for the 2024-2025 school year. In addition, school leadership has a meeting scheduled on June 17, 2024 to discuss preliminary STAAR results and determine needs based on the results. The principal will also met with district Title I Specialist Vivian Muldune to review the CNA on June 18, 2024 via Zoom.

Stakeholders from the 2023-2024 School Year (who collaborated to build the 2024-2025 needs assessment):

Shaunta Smith - Principal

Ariel Ortega - Assistant Principal (other school leader)

Rocio Sokol - Assistant Principal (other school leader)

Cynthia Schwartz - Title I Teacher

Katherine Hodgins - Counselor

Linda Garcia - ELA Instructional Coach

Christian Chavez - Math/Science Instructional Coach

Michelle Luster - District Rep

Vivian Muldune - District Title I Specialist

Regina Alexander - Community Member

Jorge Gonzalez-Community Member

Dawn Wiedeman - Instructional Coordinator

Araceli Quintero - Para-professional

Ana Betanzos - Para-professional

Margarita Bhattadamy- Parent

Maria Jackson - Parent

Jon Broussard - Parent

Katelynn Hancock - Librarian

Wafa Alkowni - SPED Teacher

Tosha Jones - Behavior Support/SPED

Mary Mandeville - Teacher

Sarah Barnes - Teacher

Yvonne Voorhees - Teacher

Milvia Waller - Teacher

Diego Restrepo - Teacher

Blanca Yanez - Teacher

Data Documentation:

- Demographics** - TAPR Report, Student demographics from Principal Dashboard, discipline records, attendance and Mobility reports
 - Student Learning** - STAAR Preliminary Results, CBA and DLA data for Math, Growth Reports and Module Assessments for RLA, Science CBAs, and Retention/Placement data from Counselor
 - School Processes & Programs** - School data/information regarding school programs, MTSS data, community input
 - Perceptions** - school surveys, teacher, community, parent input from CAT meetings
- Priority Problem Statements and Root Causes:

Problem Statement	The percentages of Hutsell's bilingual students who scored meets and masters on 2024 STAAR decreased from 2023 STAAR.
Root Cause	Teachers need professional development targeted at properly implementing the bilingual curriculum and differentiating instruction.

Problem Statement	Data from the 2023-2024 STAAR indicates several of Hutsell's sub populations scored below the district average in Reading Language Arts and Science.
Root Cause	There is a need for highly effective district-aligned instruction to be implemented with fidelity across all grade levels and content areas.

Problem Statement	Hutsell continues to need more active parent volunteers at all levels to include support in the classroom, at grade-level events, and at district-level events.
Root Cause	There needs to be more opportunities for parents to learn about the various ways to volunteer at Hutsell. PTA support is needed to facilitate various activities.

Problem Statement	2023-2024 discipline data shows that there was a significant increase in behavior incidents requiring referrals to administrators. The most common incident code for office referrals involve physical contact.
Root Cause	There is a need for professional development for teachers in the area of teaching appropriate behaviors, enforcing behavior expectations, and classroom management. Additionally, there is a need for an increased amount of social skills lessons being taught by the school. There is also a need for the area of students properly expressing feelings and regulating their emotions.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Advisory Team (C.A.T.) includes the school leadership team, staff, parents, and community members. All grade levels and departments are represented. Parents Hutsell Elementary members were selected from teacher nominations at the end of the 2023-2024 school year as well as newly parents who completed the C.A.T. application at the beginning of the 2024-2025 school year. A complete list of all members and their roles are included in the Campus Improvement Plan (CIP). The C.I.P. will be reviewed periodically throughout the school year with leadership and school stakeholders at meetings and during C.A.T. meetings on 10/1/24, 11/7/24, 3/6/25, and 5/8/25. During the C.A.T. meeting on 1/23, the final draft of the 2023-2024 C.I.P. was reviewed and approved.

Names and roles of committee members

Stakeholders from the 2023-2024 School Year (who collaborated to build the 2024-2025 needs assessment):

Shaunta Smith - Principal

Ariel Ortega - Assistant Principal (other school leader)

Rocio Sokol - Assistant Principal (other school leader)

Linda Garcia - Title I Teacher

Katherine Hodgins - Counselor

Brook Dela Garza - Instructional Coach

Christian Chavez - Instructional Coordinator

Michelle Luster - District Rep

Vivian Muldune - District Title I Specialist

Regina Alexander - Community Member

Jorge Gonzalez-Community Member

Araceli Quintero - Para-professional

Ana Betanzos - Para-professional

Margarita Bhattadamy- Parent

Maria Jackson - Parent

Jon Broussard - Parent

Marisol Ramirez-Parent

Katelynn Hancock - Librarian

Wafa Alkowni - SPED Teacher

Tosha Jones - Academic Support

Ms. Bilanoski-Teacher

Corina Orr-Teacher

Mary Mandeville - Teacher

Yvonne Voorhees - Teacher

Milvia Waller - Teacher

Nicole Padilla - Teacher

Blanca Yanez - Teacher

Erica Edwards-Science Facilitator

2.2: Regular monitoring and revision

The Campus Advisory Team has four meeting throughout the school year. C.A.T. meetings are scheduled for 10/1/24, 11/7/24, 3/6/25, and 5/8/25. The Campus Improvement Plan (CIP) remains in effect for the duration of the school year and will be reviewed and monitored regularly. Formative Reviews will be conducted in October 2024, January 2025, and April 2025. The formative reviews are included with leadership and key personnel as well as during C.A.T. meetings with all stakeholders. Revisions and updates to the CIP will be made based on the evaluations of our current programs, strategies, and academic achievement of our students in grades K-5. A Summative Review will be conducted in June 2024 after the school year ends, so we can evaluate our progress towards meeting our goals.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available to the Region IV and Texas Education Agency, parents, and the public, and the information contained in the plan is in an understandable and uniform format. The plan is posted on both the district and campus websites in English & Spanish. A hard copy of the plan is also available in the front office of the school. The CIP can be translated upon request.

2.4: Opportunities for all children to meet State standards

In an effort to meet the needs of all students in achieving mastery of State standards, teachers will work in collaborative teams to analyze student data and determine next steps to ensure that all students are making adequate progress and meeting State standards. Professional development will be provided in the areas of greatest need in an effort to strengthen first-teach instruction and determine how to fill the educational gaps that might exist in students struggling academically. In accordance to HB1416, students in grades 4-5 who did not pass the Math, Reading, and/or Science STAAR in the previous grade must receive 30 hours of Accelerated Instruction. Summer Accelerated Instruction, Targeted AE (Academic Extension) Time interventions for Reading and Math, and before and after school tutorials will be offered to students not meeting standards. Goals to target all students' academic progress are highlighted on CIP Goal 1 which is detailed on pages. 19-23 , 28.

2.5: Increased learning time and well-rounded education

Hutsell Elementary will use methods and instructional strategies such as in school intervention, before and after school tutorials that strengthen the academic program, increase the amount of quality learning time, and help provide an enriched and accelerated curriculum, which includes programs and activities to provide a well-rounded education for all students. The master schedule was reviewed to limit the amount of transitions and "lost" instructional minutes in the daily schedule. Programs are held on campus to ensure we are focusing on academic achievement, as well as social-emotional development and the arts. This year each grade level has built in time for Social Emotion Learning. Goals that focus on methods and instructional strategies to meet the needs of all students' academic progress are highlighted on Goal 2, Objective 1 which is detailed on pages. 20-23.

2.6: Address needs of all students, particularly at-risk

Hutsell Elementary will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. At-risk students are identified through the Multi Tiered System of Supports (MTSS) process. Initial academic and behavior concerns are initiated by the teacher by completing Tier I paperwork eSTAR where they identify students strengths and weaknesses. A collaborative meeting is the requested and granted to discuss data and rather the student qualifies for Reading and/or Math Support by an intervention specialist. Goals that focus on meeting the needs of all students' academic progress, especially our at-risk population, are highlighted on Goal 2, Objective 1 which is detailed on pages. 20-23, Goal 5, Obj. 1, Strategy 3 on page 33, and Goal 6, Objective 1 on page 34.

3.1: Annually evaluate the schoolwide plan

Formative checkpoints will be conducted in October, January, and April. The Campus Improvement plan will be formally evaluated in June 2025. At this time actual funding of each strategy will be added into Plan4Learning. All strategies will be evaluated and determine if they were completed or need to continue.

4.1: Develop and distribute Parent and Family Engagement Policy

The Hutsell campus worked with parents and staff to create a Parent and Family Engagement Policy. We held a C.A.T. meeting on 10/1/24 for parents, staff, and community members to review and revise this years compact and policy. Members were given a copy of the current year's policy and compact to review and evaluate using a checklist. Revisions were made to both based on feedback from checklists. A complete list of all C.A.T. members and their roles who assisted with developing the Parent and Family Engagement Policy is included in the Campus Improvement Plan (CIP). The final version of the compact was also reviewed during the Beginning of the Year C.A.T. meeting on 10/1/24. Our Policy is available in both English and Spanish. The Policy will be shared with parents during Parent/Teacher Conferences in October or sent home in students' Weekly Take-Home Folders. Both English and Spanish versions of our Parent and Family Engagement Policy are available electronically to parents and community members via links on the campus website. In addition, a hard copy is available in the front office for parents and community members to view and/or request a copy.

4.2: Offer flexible number of parent involvement meetings

Hutsell will offer a flexible number of parental involvement meetings and activities throughout the school day to include mornings, afternoons, and evenings. Most events occur on Thursday evenings or Friday mornings; however, there are other school-wide events offered on a variety of school days and times. All meetings and activities will be advertised on our school marquee, campus newsletter, and website. Invitational flyers will be in both English and Spanish and sent home well in advance. This will ensure that parents feel welcome and provide them with information regarding upcoming programs and events. If needed Title I, Part A, will be utilized to provide child care. Our staff is highly diverse and will be utilized to provide translation services if needed.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Data Binders, Professional Development Materials, and Courses		\$2,000.00
2	1	1	prepared media-subscriptions for online resources		\$15,290.00
2	1	2	Professional Development		\$695.00
2	1	3	Professional Development, Instructional Resources		\$0.00
2	1	4	Professional Development Trainings, Speakers, Literature		\$1,000.00
2	1	7	Academic Support Teacher, materials, professional development and technology		\$233,134.00
2	2	1	Literature, Equipment, Professional Development		\$300.00
2	2	2	PE Equipment, Professional Development		\$300.00
3	1	1	Literature for Instructional Best Practices		\$500.00
5	1	1	Flyers for the activities for the year		\$579.00
5	1	1	Snacks for parent meetings		\$644.00
5	1	1	Smores Newsletter Subscription, supplies for family engagement events		\$1,360.00
5	1	2	Supplies for parent engagement events		\$1,300.00
5	1	3	materials		\$4,600.00
6	1	1	PBIS Rewards App; professional development; literature/resources for behavior strategies		\$2,685.00
6	1	2	PRIM Manual		\$500.00
Sub-Total					\$264,887.00

Addendums



The Percent of **Hutsell** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 46% to 51% by July 2029.

Hutsell: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	46%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	47%	48%	49%	50%	51%
		Met Internal Goal	-					

[illegible]

The Percent of **Hutsell** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 25% to 30% by July 2029.

Hutsell: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	25%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	26%	27%	28%	29%	30%
		Met Internal Goal	-					

[illegible]