

**South San Antonio Independent School District**  
**Hutchins Elementary School**  
**2021-2022 Goals/Performance Objectives/Strategies**



# Mission Statement

Our mission is to prepare students for the 21st Century through quality instruction and learning experiences in a safe and enjoyable environment.

## Vision

At Hutchins Elementary we believe our students will be led by the guidance and support of a dedicated community to become critical thinkers in pursuit of life-long learning.

## Core Beliefs

- We believe in being passionate, innovative, and student focused.
- We believe strong communication allows us to apply constructive feedback to become empowering educators.
- We believe in establishing high expectations, routines, and procedures with positive outcomes.
- We believe strong leadership and teamwork create a unified community.



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# Goals

**Goal 1:** Hutchins Elementary will increase academic achievement for all students and thus closing the gap between student in pursuit of advanced performance.

**Performance Objective 1:** By June 2021, student's scores at approaches, meets and masters in Reading, Math and Science will increase by 10% at each grade level, as measured by STAAR:

**Evaluation Data Sources:** district benchmark assessments, state assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate the use of quality TEKS-based and/or STAAR-aligned teacher resources in PLCs (i.e. TEKS Resources System docs, Lead4ward Field Guides, Region 4 Supplemental resources) in an effort to increase teacher knowledge and positive impact instructional delivery.  <b>Strategy's Expected Result/Impact:</b> Increased performance on Common Assessments/Benchmarks and STAAR Reading, Writing, Math and Science. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Student Achievement 1, 2, 3 <b>Funding Sources:</b> Region 4 supplemental - 211 Title I, Part A - \$500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Improve Tier 1 Instruction classroom instruction and student engagement in Reading, Writing, Math and Science by incorporating district Instructional Playbook with high-yield strategies and best practices (i.e. The Fundamental 5, TEKS Resource System, STEMscope; Lead4ward Strategies Playlist, ) <b>Strategy's Expected Result/Impact:</b> Increased performance on Common Assessments/Benchmarks and STAAR Reading, Writing, Math and Science. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Additional Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 2 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Follett Schools Solution, inc - 199 PIC 30 State Comp - \$7,362, Delaney Educational Enterprises - 199 PIC 30 State Comp - \$590.60, Education Galaxy - 211 Title I, Part A - \$4,400, Amazon: books for dyslexia - 211 Title I, Part A - \$125.10, Scholastic Book fair - 211 Title I, Part A - \$463, Scholastic - 211 Title I, Part A - \$455, First Book - 211 Title I, Part A - \$287.20, Follett Schools Solution, inc - 199 Local - \$610 , Scholastic - 211 Title I, Part A - \$1,956.62		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide TEKS based Accelerated Instruction to meet the academic needs of all students (mClass, Imagine Math, supplemental math and reading resources) <b>Strategy's Expected Result/Impact:</b> Increased Reading/Writing performance on Common Assessments, Benchmarks, and STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Demographics 1, 2 - Student Achievement 3		Formative			Summative
		Nov	Jan	Mar	June
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### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. <b>Root Cause:</b> Students come to school with different strengths and challenges both academically and socially.
<b>Problem Statement 2:</b> There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. <b>Root Cause:</b> Barriers exist due to significant learning gaps in these special populations that are not being effectively met.

### Student Achievement

**Problem Statement 1:** 41% of Grade 3-5 Students scored at Approaches Level on 2021 Reading STAAR, which is 27 points below the state average and 4 points below. **Root Cause:** Tier 1 Instruction, including implementation of high yield strategies and engaging activities, has not been systematized.

**Problem Statement 2:** 33% of students in Grades 3-5 scored at Approaches Level on 2021 Reading STAAR, which is 33 points below the state average and 4 points below the district average. **Root Cause:** Tier 1 Instruction, including implementation of high yield strategies and engaging activities and Concept Based Instruction, has not been systematized.

**Problem Statement 3:** As anticipated, English Learners in grades 3-5 underperformed on Reading STAAR 2021 **Root Cause:** Teacher training to support English Learners in Tier 1 instruction and Sheltered Instruction has not been systematized.

### Curriculum, Instruction, and Assessment





**Problem Statement 1:** Tier 1 instruction with a focus on formative assessment, effective instructional practices, PLCs, and differentiation is an area of growth at Hutchins. **Root Cause:** Lack of systemic training for effective instructional practices that address Tier 1 instruction.

**Goal 1:** Hutchins Elementary will increase academic achievement for all students and thus closing the gap between student in pursuit of advanced performance.

**Performance Objective 2:** Early Literacy-

By the end of the school year, at least 70% of K-2nd Grade students will be reading on grade level as measured by mClass Amplify and IDEL.

**Evaluation Data Sources:** mClass Amplify Data, Dibels/IDEL data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will plan, develop, and create Literacy-based intervention activities, spiraled activities, and center-based activities (both traditional and digital) to increase academic performance. <b>Strategy's Expected Result/Impact:</b> Increased performance from BOY to MOY and MOY to EOY as measured by mClass and iDEL. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Intech Southwest - 211 Title I, Part A - \$5,477, Intech Southwest - teacher laptops - 211 Title I, Part A - \$9,620, Gateway Printing - 211 Title I, Part A - \$412.70, PLC's to create effective instructional aids for literacy centers - 211 Title I, Part A - \$2,000, Amazon - 211 Title I, Part A - \$1,269.39, Intech Southwest - 199 PIC 30 State Comp - \$9,587, Amazon - 211 Title I, Part A - \$2,000, Gateway printing - 211 Title I, Part A - \$599, Demco - 199 PIC 30 State Comp - \$365.25	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> 41% of Grade 3-5 Students scored at Approaches Level on 2021 Reading STAAR, which is 27 points below the state average and 4 points below. <b>Root Cause:</b> Tier 1 Instruction, including implementation of high yield strategies and engaging activities, has not been systematized.







**Goal 1:** Hutchins Elementary will increase academic achievement for all students and thus closing the gap between student in pursuit of advanced performance.

**Performance Objective 3:** Early and Intermediate Numeracy-

By the end of the school year, at least 70% of K-5 students will be on grade level as measured by Imagine Math.

**Evaluation Data Sources:** Imagine Math Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will plan, develop, and create Numeracy intervention activities, spiraled activities, and center-based activities (both traditional and digital) to increase academic performance. <b>Strategy's Expected Result/Impact:</b> Increased numeracy abilities at the early and intermediate grades <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2	Formative			Summative
	Nov	Jan	Mar	June
<div>  0% No Progress            100% Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> 33% of students in Grades 3-5 scored at Approaches Level on 2021 Reading STAAR, which is 33 points below the state average and 4 points below the district average. <b>Root Cause:</b> Tier 1 Instruction, including implementation of high yield strategies and engaging activities and Concept Based Instruction, has not been systematized.

**Goal 2:** Hutchins Elementary will recruit, develop, support and retain effective teachers, principals and other instructional staff.

**Performance Objective 1:** To support teacher growth, 100% of classroom teachers will participate in weekly PLC meetings for all PreK-5th grade teachers led by campus administrators and instructional coaches.

**HB3 Goal**

**Evaluation Data Sources:** State Assessments, Benchmark Assessments, mClass, Imagine Math, Diagnostic Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a viable PLC structure (including DDI & Content PLCs) in which teachers analyze data, share expertise, and work collaboratively towards improving their teaching skills and the academic performance of students. <b>Strategy's Expected Result/Impact:</b> Increase in state assessment scores from previous year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>Problem Statements:</b> Demographics 1, 2 - Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Region IV education center - 211 Title I, Part A - \$918, Demco - 211 Title I, Part A - \$664	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**





Demographics
<b>Problem Statement 1:</b> There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. <b>Root Cause:</b> Students come to school with different strengths and challenges both academically and socially. <b>Problem Statement 2:</b> There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. <b>Root Cause:</b> Barriers exist due to significant learning gaps in these special populations that are not being effectively met.
Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> Five teachers will be in a new grade level from the previous year. <b>Root Cause:</b> Teachers lack a training in developing a strong skill set on TEKS and Student Expectations in their new grade levels.

**Goal 2:** Hutchins Elementary will recruit, develop, support and retain effective teachers, principals and other instructional staff.

**Performance Objective 2:** 100% of instructional staff will be provided with quality professional learning.

**Evaluation Data Sources:** TTESS, CWT's

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All professional staff will participated and engage in a book study using professional book Fundamental 5 led by the Administrative Leadership Team (ALT). <b>Strategy's Expected Result/Impact:</b> Learning Walks Student growth from BOY to EOY on reading screener, STAAR <b>Staff Responsible for Monitoring:</b> principal assistant principal teacher mentors instructional coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> TLAC PD book - 211 Title I, Part A - \$200, QEP, inc - 211 Title I, Part A - \$668.45, Amazon - 211 Title I, Part A - \$95	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide K-1 teachers with a year-long, comprehensive Reading Academy to increase teacher knowledge in the science of Reading. <b>Strategy's Expected Result/Impact:</b> Student gains from BOY to MOY and MOY to EOY reading screener. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Region 20 Professional Development - 211 Title I, Part A - \$3,100	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Implement a district-wide curriculum in K-5 through on-going training and support of the TEKS Resource System <b>Strategy's Expected Result/Impact:</b> Diagnostics, Benchmarks, Universal Screeners, STAAR <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide teachers with professional learning opportunities in the implementation of the Balanced Literacy model to include Guided Reading, Shared Reading, and Independent Reading. <b>Strategy's Expected Result/Impact:</b> Increase of students reading on-level from BOY to MOY and MOY to BOY <b>Staff Responsible for Monitoring:</b> Reading Teacher, Instructional Coach, Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Bilingual and Dual Language teachers opportunities for professional learning, vertical planning, and resource/lesson development. <b>Strategy's Expected Result/Impact:</b> Increase in test performance in district and state assessments from the previous year. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> AMAZON ELL Professional Learning Books - 199 Local - \$500, Amazon: 38 Academic Language Builder books - 211 Title I, Part A - \$358	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:





Demographics
<b>Problem Statement 1:</b> There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. <b>Root Cause:</b> Students come to school with different strengths and challenges both academically and socially.

Demographics
<p><b>Problem Statement 2:</b> There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk.</p> <p><b>Root Cause:</b> Barriers exist due to significant learning gaps in these special populations that are not being effectively met.</p>
Student Achievement
<p><b>Problem Statement 1:</b> 41% of Grade 3-5 Students scored at Approaches Level on 2021 Reading STAAR, which is 27 points below the state average and 4 points below. <b>Root Cause:</b> Tier 1 Instruction, including implementation of high yield strategies and engaging activities, has not been systematized.</p> <p><b>Problem Statement 2:</b> 33% of students in Grades 3-5 scored at Approaches Level on 2021 Reading STAAR, which is 33 points below the state average and 4 points below the district average. <b>Root Cause:</b> Tier 1 Instruction, including implementation of high yield strategies and engaging activities and Concept Based Instruction, has not been systematized.</p>
Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> Five teachers will be in a new grade level from the previous year. <b>Root Cause:</b> Teachers lack a training in developing a strong skill set on TEKS and Student Expectations in their new grade levels.</p>
Curriculum, Instruction, and Assessment
<p><b>Problem Statement 1:</b> Tier 1 instruction with a focus on formative assessment, effective instructional practices, PLCs, and differentiation is an area of growth at Hutchins. <b>Root Cause:</b> Lack of systemic training for effective instructional practices that address Tier 1 instruction.</p>

**Goal 3:** Hutchins Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary education or career paths

**Performance Objective 1:** By June 2021, the percentage of students meeting Masters levels in all content areas will increase by at least 1% point, as measured by STAAR.

**Evaluation Data Sources:** STAAR 2021

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize supplemental resources to improve the quality of instruction across the core contents. <b>Strategy's Expected Result/Impact:</b> Increase in scores on state assessment from previous year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Lead4ward Field Guides - 211 Title I, Part A - \$450, Mentoring Minds Think it Up - 211 Title I, Part A - \$5,262	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will analyze formative and summative assessment data to create and develop plans which incorporate differentiated instruction and target interventions leading to an increase in student performance levels. <b>Strategy's Expected Result/Impact:</b> Gains in Domain 1 Student Achievement on state assessment rating system. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 1:</b> There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. <b>Root Cause:</b> Students come to school with different strengths and challenges both academically and socially.

<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Misalignment of rigor of TEKS and STAAR to classroom application and instruction. <b>Root Cause:</b> Depth of understanding of TEKS (including SE breakouts) and STAAR items.

**Goal 3:** Hutchins Elementary will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary education or career paths

**Performance Objective 2:** 100% of students will participate in a rigorous academic programs that connects to their college and career aspirations.

**Evaluation Data Sources:** Increase score in all core content on STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will develop and create engaging and rigorous interactive lessons which incorporate technology devices (such as Chromebooks, laptops, headsets with microphones), tech apps and web-based programs to keep all students (both virtual and remote) engaged and learning to meet the demands of CCMR. <b>Strategy's Expected Result/Impact:</b> Increase scores in all core content on STAAR from previous year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Problem Statements:</b> Technology 2 <b>Funding Sources:</b> technology tools- headphones, document cameras, projectors - 211 Title I, Part A - \$10,000, Amazon - 211 Title I, Part A - \$2,000, Amazon - 199 PIC 30 State Comp - \$360.80, technology devices- chrome books, laptops - 211 Title I, Part A - \$10,000, M&A Technologies - 199 PIC 30 State Comp - \$377.64	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**

Technology
<b>Problem Statement 2:</b> Campus technology needs for students and staff have increased in volume and pacing during the last few months to fulfill the demands of remote learning. These technology needs include: 1-1 devices/Chromebooks, internet hot spots, ear phones, charging cords, charging stations, projectors, document cameras, adaptors , webcams, and extra monitors and the ability to replace and repair these items as needed. <b>Root Cause:</b> Previous campus technology phase-in plan did not account for the high and sudden demand of new technology and the phasing out of outdated items such as SMART boards.







**Goal 4:** Hutchins Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

**Performance Objective 1:** 100% of instructional staff will fully implement a social-emotional program and supports for all students.

**Evaluation Data Sources:** Decrease in number of students on RtI Tier II for Behavior.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement Sanford Harmony SEL lessons on a daily basis in all grade levels to build social skills and increase student empathy. <b>Strategy's Expected Result/Impact:</b> Decrease in students on Behavior RtI at tier II level. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The counselor will organize school and family events such as food distributions, clothing drives, Red-Ribbon Week, anti-bullying campaigns, etc. to promote positive school-family relations. <b>Strategy's Expected Result/Impact:</b> Families of 100% of students will participate in at least 1 event <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 <b>Funding Sources:</b> supplies for events - 211 Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administrators and instructional staff will analyze referrals to develop behavior plans for students with multiple discipline referrals. <b>Strategy's Expected Result/Impact:</b> Decrease in the number of student major discipline referrals. <b>Staff Responsible for Monitoring:</b> principal, assistant principal, counselor  <b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The counselor will address the immediate needs of students as they relate to attendance, truancy, physical/emotional/sexual abuse, grief/loss, stress, homelessness, etc. <b>Strategy's Expected Result/Impact:</b> 85% of families will benefit from support services to support the child and their family. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Parent and Community Engagement 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Conduct nine week grading period awards and student recognition for Good Citizenship, Academics, and Attendance utilizing local business partners for rewards when possible. <b>Strategy's Expected Result/Impact:</b> 100% of students will receive at least one recognition. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5, 3.2 <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. <b>Root Cause:</b> Students come to school with different strengths and challenges both academically and socially.
Parent and Community Engagement
<b>Problem Statement 1:</b> From the onset of the pandemic, learning platforms that ranged from virtual to hybrid instruction, many parents and grandparents have struggled to support their students' learning requirements and schedules. <b>Root Cause:</b> Parents have not had training or support in online learning tools being used for today's instruction.

**Goal 4:** Hutchins Elementary will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

**Performance Objective 2:** 100% of teachers will implement school safety protocols.

**Evaluation Data Sources:** 100% of safety drills and safety protocols will be conducted in the school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement recommended safety protocols for COVID-19 such as social distancing, using desk shields and PPE (masks, face shields, gloves) and sanitizing. <b>Strategy's Expected Result/Impact:</b> 100% of staff will implement safety protocols for COVID-19 as determined by the district. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Nurse, Counselor  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators will conduct monthly fire drills and other prescribed safety drills throughout the year to ensure student and staff safety. <b>Strategy's Expected Result/Impact:</b> 100% of staff will participate in all safety drills as determined by the school district. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal  <b>Title I Schoolwide Elements:</b> 3.1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Administrators will provide all staff members with Standard Response Protocol training and Navigate 360 training to ensure rapid and safe responses to emergency situations. <b>Strategy's Expected Result/Impact:</b> 100% of teachers will follow the protocol and utilize Navigate 360 <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> There is a need for staff members to routinely design learning experiences that support the success of the whole child as well as meet their diverse academic needs. <b>Root Cause:</b> Students come to school with different strengths and challenges both academically and socially.

**Goal 5:** Hutchins Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

**Performance Objective 1:** 100% of classroom teachers will create and maintain a teacher website and online app that is user friendly to the families of Hutchins.





**Evaluation Data Sources:** data analytics  
parent surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize a variety of communication digital platforms including social media support parents as educator partners for academic and social emotional student wellness.  Platforms may include: Virtual Training, School Messenger, Blackboard, Remind 101, Twitter, Facebook, Hutchins school and teacher websites, and Skyward.  <b>Strategy's Expected Result/Impact:</b> 100% of families will utilize at least one of these platforms. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Librarian and Media Coordinator  <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Hutchins Elementary will collaborate with parents and community to ensure all students receive a gold standard education.

**Performance Objective 2:** 100% of parents/families will attend at least one Parent/Family meeting in order to engage Hutchins Families in the academic and social emotional areas.

**Evaluation Data Sources:** parent surveys





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct a variety of parent meetings throughout the school year to keep parents informed of school business, to provide opportunities for two-way communication and to educate families on new initiatives and resources: Meetings will include: Viking Parent Power Hour; Town-Hall style meetings for Phase-In plans, Back to School; Open House; STAAR Info Meetings  <b>Funding Sources:</b> Sams Club - 211 Title I, Part A - \$503.70, Walmart - 211 Title I, Part A - \$153.96	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** Hutchins Elementary will provide targeted support and resources in the low performing Domain 1 from the state rating.

**Performance Objective 1:** By June 2021, 60% of students identified as Special Ed, At-Risk and ELL will meet established standards as measured by STAAR.

**Evaluation Data Sources:** State Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Hire part-time, certified, retired teachers to provide supplemental support in Reading and Math during the school day. <b>Strategy's Expected Result/Impact:</b> Increase student scores in common and benchmark assessments and state assessments. <b>Staff Responsible for Monitoring:</b> principal, assistant principal, instructional coaches, reading teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Achievement 1, 2 <b>Funding Sources:</b> part time support - 211 Title I, Part A - \$3,000, part-time tutors - 199 PIC 30 State Comp - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will provide intervention to students at Tier I, II, and III to close gaps in Reading and Math using programs and systems such as mClass, Imagine Math, etc. <b>Strategy's Expected Result/Impact:</b> Close gaps among students requiring interventions. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, instructional Coaches, Reading Teacher  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will participate in extended school enrichment opportunities (i.e. Tutoring, Saturday School, Student Clubs). <b>Strategy's Expected Result/Impact:</b> Increase student performance and help close gaps among student populations. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 PIC 30 State Comp - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will develop objective-driven lesson plans that contain clear objectives, opening activities, time allotments, differentiated instruction, and formative assessment opportunities. <b>Strategy's Expected Result/Impact:</b> Increased scores on common, benchmark and state assessments <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is a need for staff to continually review student progress and instructional strategies to support students identified as ELL, Sp Ed, 504 and At-Risk. <b>Root Cause:</b> Barriers exist due to significant learning gaps in these special populations that are not being effectively met.
Student Achievement
<b>Problem Statement 1:</b> 41% of Grade 3-5 Students scored at Approaches Level on 2021 Reading STAAR, which is 27 points below the state average and 4 points below. <b>Root Cause:</b> Tier 1 Instruction, including implementation of high yield strategies and engaging activities, has not been systematized. <b>Problem Statement 2:</b> 33% of students in Grades 3-5 scored at Approaches Level on 2021 Reading STAAR, which is 33 points below the state average and 4 points below the district average. <b>Root Cause:</b> Tier 1 Instruction, including implementation of high yield strategies and engaging activities and Concept Based Instruction, has not been systematized.