

# **South San Antonio Independent School District**

## **Hutchins Elementary School**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



# 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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hutchins is an elementary school in the South San Antonio ISD which serves students in Grades PK-5th Grade. Special classes and programs include a Life Skills unit servicing students in grades K-5 and a Special Education Early Childhood unit servicing students with special needs who are enrolled in PreKinder. In addition to two Head Start PreK classrooms, Hutchins also houses a traditional PreK Unit. Through a district initiative, Hutchins is now a Dual Language campus and offers dual language classes in PreKinder and Kinder in addition to offering traditional, late-exit bilingual programming in grades 1st-5th. Hutchins ES has a 25.7% LEP rate and serves as 1 of 5 bilingual elementary schools in the South San Antonio School District.

Current enrollment at Hutchins is 408 students which there was an increased from the 2021-2022 school year.

Grade Level	# of Units	# of Students
PreKinder/Head Start/PPCD	4	67
Kinder Grade	3	50
1st Grade	3	64
2nd Grade	3	53
3rd Grade	3	51
4th Grade	3	64
5th Grade	2	47
Life Skills	1	12

The Hispanic population mostly mirrors the overall student population. The mobility rate mirrors the district and state rate at approximately 20%.

Student populations:

Hispanic- 96%

African American- 0.01%

White- 0.2%

**Economically Disadvantaged- 91%**

**504 - 1.7%**

**Dyslexia - 1.5%**

**Migrant - 2%**

**At-Risk- 79.7%**

**LEP- 25.7%**

**SPED-13.2%**

**GT - 5.6%**

Mobility rate- 14.7%

#### **Demographics Strengths**

Hutchins ES is building a culture of academic and social emotional success that strives to meet the needs of the Hutchins community. Attendance rates at Hutchins have been at or above the state average, which is a strong indication of community and family commitment.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 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. **Root Cause:** Students come to school with different strengths and challenges both academically and socially.

**Problem Statement 2 (Prioritized):** 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. **Root Cause:** Barriers exist due to significant learning gaps in these special populations that are not being effectively met.

**Problem Statement 3 (Prioritized):** Student enrollment at Hutchins Elementary has consistently and steadily declined over the last 6 years. **Root Cause:** Reasons for student withdrawals and non-returning students were not previously captured until recently; A systematic enrollment effort has not been prioritized until recently.

# Student Achievement

## Student Achievement Summary

In 2021-2022, all students were administered the STAAR test in math and reading. In addition, 5th grade students were administered the science test.

	2018	2019	2022
Overall	68	65/D Needs Improvement	80/B
Domain 1- Student Achievement	58	60/D	56/F
Domain 2- School Progress	69	66/D	83/B
Domain 3- Closing the Gaps	65	63/D	73/C

**2022 STAAR** (Full In-Building Instruction) scores from TEA STAAR data as follows:

3rd Grade Reading- Approaches Level 61%, Meets Level 27.66%, and Masters Level 8.51%

3rd Grade Math- Approaches Level 34.04%, Meets Level 12.77%, and Masters Level 2.13%

4th Grade Reading- Approaches Level 72.22%, Meets Level 41.67%, and Masters Level 22.22%

4th Grade Math- Approaches Level 60.87%, Meets Level 39.13%, and Masters Level 19.57%

5th Grade Reading- Approaches Level 70.21%, Meets Level 34.04%, and Masters Level 19.15%

5th Grade Math- Approaches Level 60.42%, Meets Level 25%, and Masters Level 14.58%

5th Grade Science- Approaches Level 47.92%, Meets Level 12.5%, and Masters Level 10.42%

## Student Achievement Strengths

### 2022-2023

South San ISD received a TEA grant to implement high quality instructional materials, CRIMSI. This year, all teachers will implement Eureka math, Amplify reading, and Ph D Science. The universal screener and intervention program for 3rd-5th is MAP testing for math, reading, and science. Universal screener for grades K-2nd is mClass.



2021-2022

The math universal screener and intervention program Imagine Math, was previously only for grades 3-5, it is now the program used in K-5.

Full use of the TEKS Resource System for the 2021-2022 school year is underway. Fidelity to the TRS as a district-wide curriculum is currently monitored through usage reports and weekly lesson plans, PLC's.

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### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** The district has adopted a new curriculum in the subject areas of math, reading, science. **Root Cause:** Teachers have to learn a new HQIM curriculum this year.

## School Culture and Climate

### School Culture and Climate Summary

Hutchins implemented several new initiatives to address social emotional learning with academic learning that will impact culture and climate:

1. The formation of the Safety Committee.
2. The implementation a new safety protocol called the Standard Response Protocol to address lockdowns, evacuations, drills and shelter in place. Hutchins will continue implementing and refining the Standard Response Protocol for critical incident responses and follow state mandated drills. Teachers and students are still learning the drills and common language of the protocol.
3. The implementation of a district-wide Teacher Leadership Program

For the safety and well being of all students and staff, Hutchins implemented two new management systems for managing drills and the reporting of bullying.

1. Navigate 360
2. P3

Because of COVID-19, parents and staff members have expressed concerns in keeping the Hutchins community safe and healthy. As a result, safety protocols and procedures have been created as we transitioned back to In-Building Instruction.

### School Culture and Climate Strengths

Strong student attendance rates at or above the state average in the last 5 school years. Even in the midst

of the pandemic, Hutchins Elementary maintains a rate of 94.8%, an effort that is required of parents, educators and students collectively.

Implementation of:

- Standard Response Protocol
- Navigate 360
- P3
- Parent Liaisons at every Elementary School

**Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** This year, Hutchins daily attendance has decreased **Root Cause:** Provide consistent attendance incentives.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

All other teachers returned to Hutchins in 2022-2023 but 2 teachers. 2nd grade teachers looped with their students to 3rd grade.

This year, the campus Principal and Assistant Principal are new to Hutchins Elementary. The counselor was hired mid year in February 2022. There will be an ELAR Instructional Coach who will be shared with Palo Alto Elementary. Hutchins has been assigned a new math coach who will assist the campus on Thursdays.

In the 2022-2023 school year, Hutchins was set to have 22 classroom teachers in PK-5th Grade. However, 4th grade did show an increase in enrollment so an additional unit has been added for a total of 22 classroom units. In addition Hutchins has 2 (specialized units) special education teachers in full-time specialized units and 5 support teachers; the table below shows the teaching experience for classroom teachers.

Classroom Teaching Experience		2022-2023
First Year (Beginning)		0
1-5 Years		8
6-10 Years		9
11-20 Years		4
Over 20 Years		2
Total # of Classroom Teachers		23

### Staff Quality, Recruitment, and Retention Strengths

This year, only 2 teachers left Hutchins Elementary.

This year, Hutchins will have a new administration. The new Principal has 28 years of experience. The Principal has had experience in turning around one IR school and one Comprehensive campus. This will be the Assistant Principal's second year in a leadership role. However, the Assistant Principal has had previous experience in an Instructional Coach role.

The three 3rd grade teachers have looped with their 3rd grade students.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

HQIM CRIMSI will be implemented in the following content areas of reading, math, and science. Teachers will be implementing Eureka math, Amplify reading, and PHD Science.

An 90 minute PLC has been embedded in the weekly schedule. In PLCs, teachers collaborate on a weekly basis to discuss instructional design, high yield instructional strategies leading to increased student achievement ensuring content, context, and cognition types of the student expectations in the TEKS.

K-5th grade levels learning communities target lesson planning, data analysis, lesson internalization, unit internalization, and plan strategic and professional learning.

Continuous disaggregation of data through multiple venues (PLC meetings, RTI planning meetings)

Data is plotted to fine-tune Tier 1 instructional needs. This is all based on "What do we want the children to learn? How will they learn it? How will we know when they have learned it? What actions do we take when they do not learn it?"

Kindergarten through second grade focus upon MCLASS Amplify, Dibels/Lectura, Amplify & district common assessments (in all content areas), Eureka. TRS Social Studies.

Third and fifth grades focus on STAAR, MAP, Eureka unit assessments, Amplify unit assessments, and district common assessments.

Campus-wide implementation of programs aimed at supporting struggling students (MClass Amplify, Branching Minds, RTI meetings, tutoring daytime and after school groups, Dyslexia classes, SPED classes).

Special Education Programming-

Teachers work on supporting student IEP goals although there is an absence of an unidentifiable program to support reading instruction.

### Dyslexia Programming-

In 2022-2023, the Dyslexia teacher will be trained in the Reading Academy.

In 2022-2023, the campus administration, 2nd grade teachers, and 3rd grade teachers will be trained on the State Reading Academies.

### Curriculum, Instruction, and Assessment Strengths

Teachers are refining instruction through collaborative lesson planning (PLCs) in K-5 across core content areas.

Administrators and support teachers all have the capacity to coach teachers on good, first Tier 1 instruction (best practices).

2nd and 3rd grade teachers are attending State Reading Academy.

### Implementation of:

- Fundamental 5
- mClass (K-2nd) and MAP (3rd-5th)
- Learning Walks
- Vision Walks

## • CRIMSI HQIM

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** 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.



## Parent and Community Engagement

### Parent and Community Engagement Summary

At Hutchins, families are invited to attend a variety of functions to foster engagement and enhance a sense of community. Some of the many and varied functions include:

- Meet the Teacher function held right before the school year begins and a school wide open house within the First Nine Weeks of school
- Monthly Cafecitos
- Monthly parent booster meetings with grade level performances
- Grade level award ceremonies
- Family Learning Nights
- A Grandparents Day Celebration
- Implementation of Parent Volunteer Program
- Hiring of Part-Time Parent Liaison to support family needs

### 2022-2023

This will be the second year that Hutchins Elementary will have Parent Liaison. This position will enhance family support and connect families to a variety of support services. The parent liaison at Hutchins Elementary will play a major role in working directly with families of students who struggle with attendance and/ or show needs for academic and social emotional support. In addition, the parent liaison will facilitate a parent volunteer program.

This year, a Head Start Family Facilitator has been assigned full time to Hutchins.

### **Parent and Community Engagement Strengths**

The Hutchins Parent Liaison has made parent connections by assisting them with services provided by the South San Antonio Care Zone, organizing "Parent Power Hour" meetings, and supporting the student attendance efforts.

The parent liaison has implemented a Parent Volunteer Program that ties into instructional materials preparation for all classrooms.

### **Other Areas of Strength:**

Multiple opportunities for parents to attend a variety of functions throughout the school year.

Multiple lines of family communication: Monthly calendar copies and regular reminders in English/Spanish; updated information on school marque; Social Media-Use of Twitter school account and Hutchins ES Facebook Account; Class Dojo; schoolwide announcements on Blackboard

Community Resource Fair and Parent Trainings in partnership with Head Start

Parent Booster Club to support school activities

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Hutchins has not had in person community functions to encourage parental involvement activities. **Root Cause:** Due to Covid-19 restrictions, community functions were virtual.

## School Context and Organization

### School Context and Organization Summary

#### Historical Information:

A master schedule was established to include a minimum number of minutes required per core content area. This plan ensures that all instructional daily minutes are utilized and includes allocated time for RtI and enrichment activities. At this time RtI for reading is much stronger than for math. A variety of reading assessments served as instructional tools such as iStation, F & P and mClass.

Hutchins followed the Data Analysis and Coaching Plan Protocols instituted by SSAISD to review assessment data and plan interventions in a timely manner

Teachers are held accountable for tracking student data to include academic, social emotional and attendance; data was housed in the campus Google classroom. Administrators meet with teachers to review this data and apply interventions as needed.

Since 2014-2015, SA Youth has provided an after school program. Initially the after school program was on a sliding scale paid for by the families, however the last 3 years the program has been provided free of charge to families.

### School Context and Organization Strengths

Administrators will be using the CRIMSI vision walks and implement campus learning walks using a protocol.

Administrative Leadership Team will facilitate Professional Learning around the SSAISD Instructional

Playbook, specifically using strategies from The Fundamental 5 to ensure the high quality of Tier 1 instruction.

CILT and SBDM teams will also continue to be consulted and included as we work towards improving school culture and sharing goals, performance objectives and strategies.

#### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1 (Prioritized):** Some inconsistencies with follow through of the Academic and Behavior RtI process. **Root Cause:** Lack of understanding of the new Branching Minds process and procedures to implement RtI process.

# Technology

## Technology Summary

### Historical Information:

Technology improvements were made over the last three years to include improvement in bandwidth for Wi-Fi access. Rewiring of internet ports was also completed.

Every classroom is equipped with the NewLine screen. The district provided every teacher with an Ipad.

## Technology Strengths

Technology Inventory kept by technology computer lab aide has been key in keeping all classrooms with operating devices including 200 chromebooks to replace student computer stations in each classroom.

Students at Hutchins were already familiar with using their google accounts and google classrooms.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** 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. **Root Cause:** 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.

# Priority Problem Statements

**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 1:** Lack of systemic training for effective instructional practices that address Tier 1 instruction.

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** 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.

**Root Cause 2:** Students come to school with different strengths and challenges both academically and socially.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 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.

**Root Cause 3:** Barriers exist due to significant learning gaps in these special populations that are not being effectively met.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Student enrollment at Hutchins Elementary has consistently and steadily declined over the last 6 years.

**Root Cause 4:** Reasons for student withdrawals and non-returning students were not previously captured until recently; A systematic enrollment effort has not been prioritized until recently.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** This year, Hutchins daily attendance has decreased

**Root Cause 5:** Provide consistent attendance incentives.

**Problem Statement 5 Areas:** School Culture and Climate

**Problem Statement 6:** Some inconsistencies with follow through of the Academic and Behavior RtI process.

**Root Cause 6:** Lack of understanding of the new Branching Minds process and procedures to implement RtI process.

**Problem Statement 6 Areas:** School Context and Organization

**Problem Statement 7:** Hutchins has not had in person community functions to encourage parental involvement activities.

**Root Cause 7:** Due to Covid-19 restrictions, community functions were virtual.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** 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.

**Root Cause 8:** 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.

**Problem Statement 8 Areas:** Technology




# 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 2023, student's scores at approaches will increase by 10% in reading and 5% math, increase 5% meets and masters in Reading and Math. Science will increase by 5% in approaches, meets and masters at each grade level, as measured by STAAR.

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Incorporate the use of high quality instruction based on TEKS/STAAR 2022-aligned teacher resources in PLCs (i.e. CRIMSI, MClass, and MAP) in an effort to increase teacher knowledge and positive impact instructional delivery. <b>Strategy's Expected Result/Impact:</b> Increased performance on CRIMSI Formative Assessments/Benchmarks, Stemscores, Progress Learning, and STAAR Reading, Writing, Math and Science. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Classroom Teacher  <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>Funding Sources:</b> Region 4 supplemental, Learning A-Z - 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 Lead4ward Instructional Playbook with high-yield strategies and best practices (i.e. The Fundamental 5, CRIMSI, Lead4ward Strategies Playlist)  <b>Strategy's Expected Result/Impact:</b> Increased performance on Formative Common Assessments/Benchmarks and STAAR Reading, Writing, Math and Science. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Reading Teacher  <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>Funding Sources:</b> Amazon: books for dyslexia - 211 Title I, Part A - \$125.10, Scholastic Book fair - 211 Title I, Part A - \$463	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 (Branching Minds, MAP goals, Progress Learning)  <b>Strategy's Expected Result/Impact:</b> Increase Reading/Writing performance on Formative Common Assessments, Benchmarks, and STAAR. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, and Classroom Teacher  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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 50% of K-2nd Grade students will be reading on grade level as measured by mClass Amplify/mClass Lectura and mClass Math.

**Evaluation Data Sources:** mClass Amplify Data & mClass Lectura 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 Amplify and mClass Lectura. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Classroom Teacher  <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>Funding Sources:</b> PLC's to create effective instructional aids for literacy centers - 211 Title I, Part A - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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 June 2023, at least 50% of K-5 students will be on grade level as measured by Mclass and MAP.

**Evaluation Data Sources:** MAP 3-5 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>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	Formative			Summative
	Nov	Jan	Mar	June
	 10%	 30%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








**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.

**High Priority**

**HB3 Goal**

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


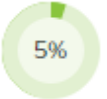


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a viable PLC structure (including DDI & Content PLCs) in which teachers analyze data, share expertise, and work collaboratively towards improving their teaching skills and the academic performance of students. <b>Strategy's Expected Result/Impact:</b> Increase in state assessment scores from previous year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Classroom Teacher  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

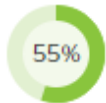








**Goal 2:** Hutchins Elementary will recruit, develop, support and retain effective teachers, principals and other instructional staff.

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

**High Priority**

**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>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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide 2nd -3rd grade 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, Classroom Teacher  <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	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 CRIMSI. <b>Strategy's Expected Result/Impact:</b> Diagnostics, Benchmarks, Universal Screeners, STAAR <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal, Instructional Coaches  <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> 3rd -5th Grade teachers including campus administrators and Instructional Coach will attend the Lead4ward Rockin Review Conference <b>Strategy's Expected Result/Impact:</b> Increase STAAR results <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 2023, the percentage of students meeting Masters levels in all content areas will increase by at least 1% point, as measured by STAAR.

**High Priority**


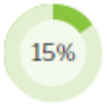




**Evaluation Data Sources:** STAAR 2021

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>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>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>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>				

**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




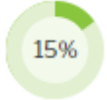


Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will develop and create engaging and rigorous interactive lessons which incorporate technology devices (such as Chromebooks, laptops, headsets with microphones), tech apps and web-based programs to keep all students engaged and learning to meet 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>Funding Sources:</b> technology devices- chrome books, laptops - 211 Title I, Part A - \$10,000, technology tools- headphones, document cameras, projectors - 211 Title I, Part A - \$10,000, M&A Technologies - 199 PIC 30 State Comp - \$377.64, Amazon - 211 Title I, Part A - \$2,000, Amazon - 199 PIC 30 State Comp - \$360.80	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**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> 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>Funding Sources:</b> supplies for events - 211 Title I, Part A - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Administrators and instructional staff will analyze referrals on Skyward to develop behavior plans for students with multiple discipline referrals through the Branching Minds platform. <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>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The counselor will address the immediate needs of students as they relate to each student's individual social-emotional, personal, academic, and career development. <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>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</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	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**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> 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</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
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff will utilize the P3 Reporting system, which is a trusted anonymous tip reporting platform, in order to take a proactive approach to preventing harm. <b>Strategy's Expected Result/Impact:</b> 100% of teachers will follow the protocol and utilize the P3 Reporter System. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <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>				

**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 utilize Class Dojo to communicate with the families of Hutchins.

**High Priority**







**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: School Messenger, Blackboard, Class Dojo, Twitter, Facebook, 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>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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



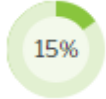

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct a variety of parent meetings throughout the school year to keep parents informed of school business, to provide opportunities for two-way communication and to educate families on new initiatives and resources: Meetings will include: Cafecitos; parenting classes; Back to School; Open House; STAAR Info Meetings  <b>Funding Sources:</b> Walmart - 211 Title I, Part A - \$153.96, Sam's Club - 211 Title I, Part A - \$503.70	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 2023, 60% of students identified as Special Ed, At-Risk and EB will meet established standards as measured by STAAR.

**High Priority**

**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>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> part time support - 211 Title I, Part A - \$3,000	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 Progress Learning and Branching Minds. <b>Strategy's Expected Result/Impact:</b> Close gaps among students requiring interventions. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, instructional Coaches, Classroom Teacher, Reading Teacher  <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	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>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> - 211 Title I, Part A - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will follow primary learning objectives, routines, scaffolding instruction , and formative assessment opportunities. <b>Strategy's Expected Result/Impact:</b> Increased scores on unit test, benchmark and state assessments <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches  <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>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Provide TEKS based Accelerated Instruction to meet the academic needs of all students (Branching Minds, MAP goals, Progress Learning)



## Additional Targeted Support Strategies

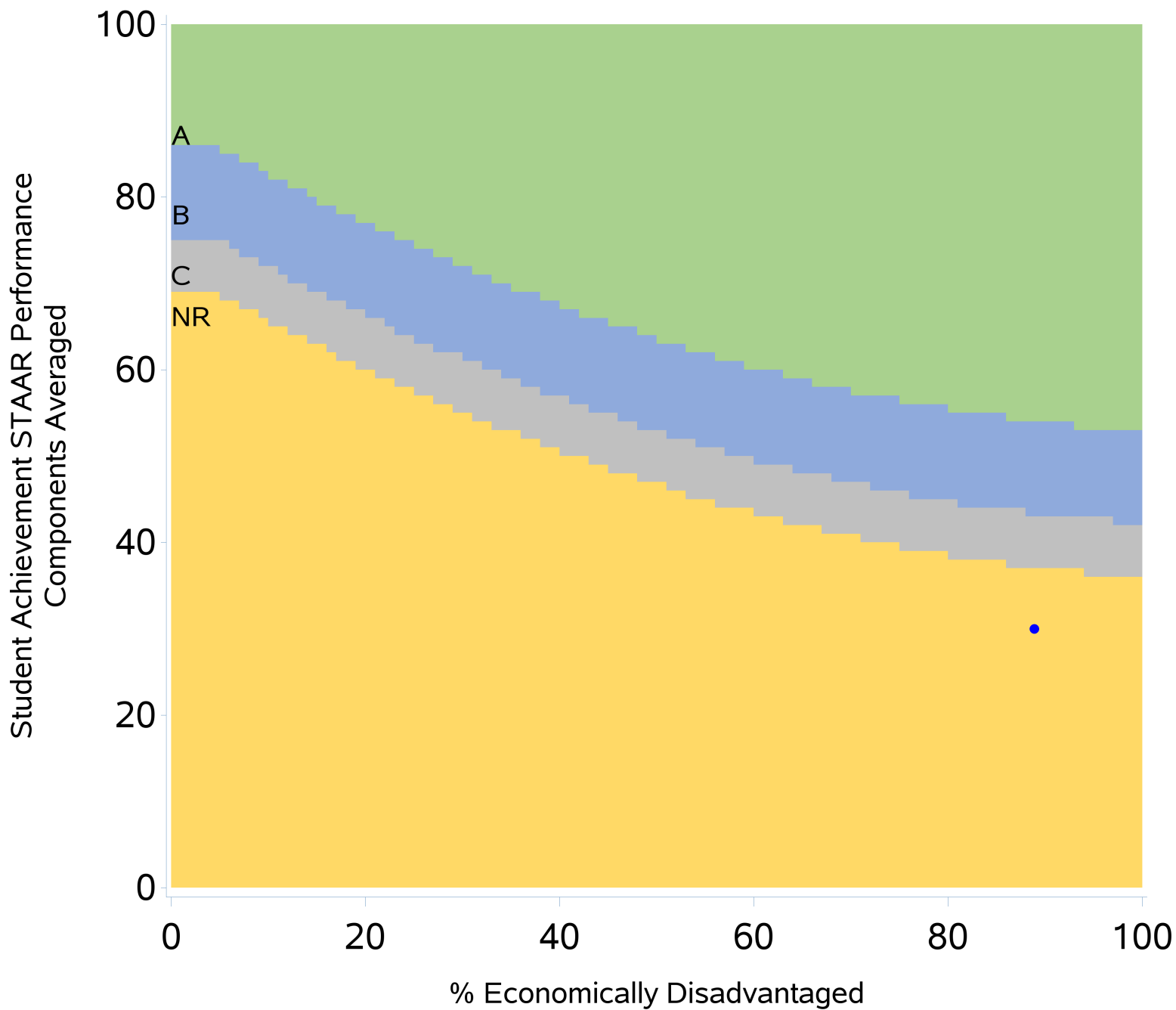
Goal	Objective	Strategy	Description
1	1	2	Improve Tier 1 Instruction classroom instruction and student engagement in Reading, Writing, Math and Science by incorporating Lead4ward Instructional Playbook with high-yield strategies and best practices (i.e. The Fundamental 5, CRIMSI, Lead4ward Strategies Playlist)
1	1	3	Provide TEKS based Accelerated Instruction to meet the academic needs of all students (Branching Minds, MAP goals, Progress Learning)

# Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Region 4 supplemental, Learning A-Z		\$500.00
1	1	2	Amazon: books for dyslexia		\$125.10
1	1	2	Scholastic Book fair		\$463.00
1	2	1	PLC's to create effective instructional aids for literacy centers		\$2,000.00
3	1	1	Lead4ward Field Guides		\$450.00
3	1	1	Mentoring Minds Think it Up		\$5,262.00
3	2	1	technology tools- headphones, document cameras, projectors		\$10,000.00
3	2	1	Amazon		\$2,000.00
3	2	1	technology devices- chrome books, laptops		\$10,000.00
4	1	1	supplies for events		\$1,000.00
5	2	1	Sam's Club		\$503.70
5	2	1	Walmart		\$153.96
6	1	1	part time support		\$3,000.00
6	1	3			\$5,000.00
Sub-Total					\$40,457.76
199 PIC 30 State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Amazon		\$360.80
3	2	1	M&A Technologies		\$377.64
Sub-Total					\$738.44

# Addendums

Texas Education Agency  
**2022 Relative Performance**  
**HUTCHINS EL (015908104) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY**



				Value needed for:		
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR Performance	90	80	70
88.9	88.1 to 89	Elementary	30	54	43	37

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**HUTCHINS EL (015908104) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY**

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>80</b>	<b>B</b>
<b>Student Achievement</b>		<b>56</b>	<b>Not Rated: Senate Bill 1365</b>
STAAR Performance	30	56	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>83</b>	<b>B</b>
Academic Growth	77	83	<b>B</b>
Relative Performance (Eco Dis: 88.9%)	30	57	Not Rated: Senate Bill 1365
<b>Closing the Gaps</b>	<b>60</b>	<b>73</b>	<b>C</b>

\* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

### Distinction Designations

**X ELA/Reading**

**X Mathematics**

**X Science**

Not Eligible **Social Studies**

**X Comparative Academic Growth**

**X Postsecondary Readiness**

**X Comparative Closing the Gaps**

Texas Education Agency  
**2020-21 STAAR Performance**  
**HUTCHINS EL (015908104) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	39%	<b>33%</b>	-	33%	-	-	-	-	-	20%	*	34%	20%	30%	13%
	2019	76%	59%	<b>73%</b>	-	72%	*	-	-	-	*	33%	*	73%	75%	72%	86%
At Meets Grade Level or Above	2021	39%	15%	<b>19%</b>	-	19%	-	-	-	-	-	20%	*	21%	0%	14%	0%
	2019	45%	27%	<b>37%</b>	-	36%	*	-	-	-	*	17%	*	38%	31%	33%	43%
At Masters Grade Level	2021	19%	6%	<b>5%</b>	-	5%	-	-	-	-	-	0%	*	5%	0%	0%	0%
	2019	27%	14%	<b>20%</b>	-	20%	*	-	-	-	*	8%	*	22%	13%	17%	21%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	29%	<b>37%</b>	-	37%	-	-	-	-	-	40%	*	39%	20%	30%	25%
	2019	79%	63%	<b>73%</b>	-	72%	*	-	-	-	*	25%	*	75%	69%	70%	86%
At Meets Grade Level or Above	2021	31%	7%	<b>9%</b>	-	9%	-	-	-	-	-	40%	*	8%	20%	8%	6%
	2019	49%	30%	<b>44%</b>	-	45%	*	-	-	-	*	17%	*	49%	25%	39%	57%
At Masters Grade Level	2021	14%	2%	<b>5%</b>	-	5%	-	-	-	-	-	20%	*	5%	0%	3%	0%
	2019	25%	10%	<b>21%</b>	-	22%	*	-	-	-	*	8%	*	24%	13%	19%	29%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	34%	<b>27%</b>	*	27%	-	-	-	-	-	20%	*	19%	43%	26%	31%
	2019	75%	57%	<b>65%</b>	-	64%	-	-	-	-	*	13%	-	62%	76%	64%	64%
At Meets Grade Level or Above	2021	36%	12%	<b>9%</b>	*	9%	-	-	-	-	-	0%	*	6%	14%	9%	8%
	2019	44%	25%	<b>25%</b>	-	25%	-	-	-	-	*	13%	-	22%	35%	23%	21%
At Masters Grade Level	2021	17%	5%	<b>0%</b>	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	22%	10%	<b>11%</b>	-	11%	-	-	-	-	*	13%	-	12%	6%	11%	11%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	28%	<b>15%</b>	*	15%	-	-	-	-	-	0%	*	15%	14%	16%	29%
	2019	75%	59%	<b>61%</b>	-	61%	-	-	-	-	*	13%	-	59%	71%	57%	57%
At Meets Grade Level or Above	2021	36%	11%	<b>6%</b>	*	7%	-	-	-	-	-	0%	*	6%	7%	7%	14%
	2019	48%	31%	<b>26%</b>	-	25%	-	-	-	-	*	13%	-	22%	41%	28%	25%

Texas Education Agency  
**2020-21 STAAR Performance**  
**HUTCHINS EL (015908104) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	21%	5%	<b>2%</b>	*	2%	-	-	-	-	-	0%	*	0%	7%	2%	0%
	2019	28%	16%	<b>11%</b>	-	11%	-	-	-	-	*	13%	-	12%	6%	11%	18%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	51%	<b>58%</b>	-	58%	-	-	-	-	-	22%	-	53%	89%	53%	63%
	2019	86%	75%	<b>74%</b>	*	73%	-	-	-	-	-	20%	*	79%	59%	71%	84%
At Meets Grade Level or Above	2021	46%	23%	<b>31%</b>	-	31%	-	-	-	-	-	22%	-	31%	33%	26%	25%
	2019	54%	34%	<b>30%</b>	*	30%	-	-	-	-	-	20%	*	29%	32%	30%	32%
At Masters Grade Level	2021	30%	12%	<b>13%</b>	-	13%	-	-	-	-	-	0%	-	11%	22%	10%	13%
	2019	29%	14%	<b>14%</b>	*	14%	-	-	-	-	-	10%	*	16%	9%	16%	16%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	42%	<b>44%</b>	-	44%	-	-	-	-	-	22%	-	44%	44%	40%	50%
	2019	90%	82%	<b>73%</b>	*	73%	-	-	-	-	-	30%	*	74%	68%	70%	92%
At Meets Grade Level or Above	2021	44%	21%	<b>23%</b>	-	23%	-	-	-	-	-	22%	-	24%	22%	21%	19%
	2019	58%	37%	<b>32%</b>	*	33%	-	-	-	-	-	20%	*	31%	36%	31%	56%
At Masters Grade Level	2021	25%	8%	<b>9%</b>	-	9%	-	-	-	-	-	11%	-	9%	11%	9%	6%
	2019	36%	18%	<b>12%</b>	*	12%	-	-	-	-	-	20%	*	8%	23%	13%	16%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	33%	<b>45%</b>	-	45%	-	-	-	-	-	22%	-	44%	56%	41%	44%
	2019	75%	56%	<b>54%</b>	*	55%	-	-	-	-	-	20%	*	56%	50%	51%	76%
At Meets Grade Level or Above	2021	31%	9%	<b>16%</b>	-	16%	-	-	-	-	-	22%	-	15%	22%	16%	13%
	2019	49%	23%	<b>24%</b>	*	24%	-	-	-	-	-	20%	*	26%	18%	24%	32%
At Masters Grade Level	2021	13%	2%	<b>3%</b>	-	3%	-	-	-	-	-	11%	-	2%	11%	3%	6%
	2019	24%	7%	<b>5%</b>	*	5%	-	-	-	-	-	0%	*	5%	5%	5%	4%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	43%	<b>36%</b>	*	36%	-	-	-	-	-	19%	40%	36%	37%	33%	34%
	2019	78%	66%	<b>65%</b>	*	65%	*	-	-	-	80%	23%	88%	66%	64%	63%	74%
At Meets Grade Level or Above	2021	41%	20%	<b>16%</b>	*	16%	-	-	-	-	-	17%	20%	16%	15%	14%	13%
	2019	50%	33%	<b>29%</b>	*	29%	*	-	-	-	40%	17%	50%	29%	31%	28%	35%

Texas Education Agency  
**2020-21 STAAR Performance**  
**HUTCHINS EL (015908104) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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At Masters Grade Level	2021	18%	6%	5%	*	5%	-	-	-	-	-	6%	0%	5%	6%	4%	3%
	2019	24%	11%	12%	*	12%	*	-	-	-	0%	9%	25%	12%	11%	12%	14%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	45%	41%	*	42%	-	-	-	-	-	21%	*	39%	54%	38%	36%
	2019	75%	62%	70%	*	70%	*	-	-	-	*	23%	*	71%	69%	69%	76%
At Meets Grade Level or Above	2021	45%	23%	21%	*	21%	-	-	-	-	-	16%	*	22%	18%	17%	11%
	2019	48%	32%	30%	*	30%	*	-	-	-	*	17%	*	29%	33%	28%	30%
At Masters Grade Level	2021	18%	6%	7%	*	7%	-	-	-	-	-	0%	*	6%	7%	4%	4%
	2019	21%	10%	15%	*	15%	*	-	-	-	*	10%	*	16%	9%	14%	15%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	37%	33%	*	33%	-	-	-	-	-	21%	*	35%	25%	29%	35%
	2019	82%	70%	69%	*	69%	*	-	-	-	*	23%	*	69%	69%	66%	76%
At Meets Grade Level or Above	2021	37%	13%	14%	*	14%	-	-	-	-	-	21%	*	14%	14%	13%	13%
	2019	52%	34%	33%	*	33%	*	-	-	-	*	17%	*	33%	35%	33%	43%
At Masters Grade Level	2021	18%	5%	6%	*	6%	-	-	-	-	-	11%	*	6%	7%	5%	2%
	2019	26%	13%	14%	*	14%	*	-	-	-	*	13%	*	14%	15%	14%	19%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	30%	12%	*	12%	-	-	-	-	-	0%	*	10%	14%	12%	17%
	2019	68%	50%	52%	-	52%	-	-	-	-	*	25%	-	51%	53%	53%	64%
At Meets Grade Level or Above	2021	30%	10%	5%	*	5%	-	-	-	-	-	0%	*	3%	7%	5%	17%
	2019	38%	23%	20%	-	20%	-	-	-	-	*	13%	-	18%	29%	19%	29%
At Masters Grade Level	2021	9%	1%	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	14%	5%	5%	-	5%	-	-	-	-	*	0%	-	3%	12%	5%	7%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	49%	45%	-	45%	-	-	-	-	-	22%	-	44%	56%	41%	44%
	2019	81%	71%	54%	*	55%	-	-	-	-	-	20%	*	56%	50%	51%	76%
At Meets Grade Level or Above	2021	44%	21%	16%	-	16%	-	-	-	-	-	22%	-	15%	22%	16%	13%
	2019	54%	34%	24%	*	24%	-	-	-	-	-	20%	*	26%	18%	24%	32%



Texas Education Agency  
**2020-21 STAAR Performance**  
**HUTCHINS EL (015908104) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	20%	6%	3%	-	3%	-	-	-	-	-	11%	-	2%	11%	3%	6%
	2019	25%	10%	5%	*	5%	-	-	-	-	-	0%	*	5%	5%	5%	4%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
Reading and Mathematics	2021	24%	5%	7%	-	7%	-	-	-	-	-	20%	*	8%	0%	5%	0%
	2019	35%	20%	31%	-	32%	*	-	-	-	*	17%	*	35%	19%	28%	36%
Reading and Mathematics Including EOC	2021	24%	5%	7%	-	7%	-	-	-	-	-	20%	*	8%	0%	5%	0%
	2019	35%	20%	31%	-	32%	*	-	-	-	*	17%	*	35%	19%	28%	36%
Reading Including EOC	2021	38%	15%	19%	-	19%	-	-	-	-	-	20%	*	21%	0%	14%	0%
	2019	45%	27%	37%	-	36%	*	-	-	-	*	17%	*	38%	31%	33%	43%
Math Including EOC	2021	31%	7%	9%	-	9%	-	-	-	-	-	40%	*	8%	20%	8%	6%
	2019	49%	30%	44%	-	45%	*	-	-	-	*	17%	*	49%	25%	39%	57%
<b>4th Graders</b>																	
Reading and Mathematics	2021	26%	7%	2%	*	2%	-	-	-	-	-	0%	*	0%	7%	2%	0%
	2019	35%	18%	13%	-	13%	-	-	-	-	*	13%	-	10%	24%	14%	11%
Reading and Mathematics Including EOC	2021	26%	7%	2%	*	2%	-	-	-	-	-	0%	*	0%	7%	2%	0%
	2019	35%	18%	13%	-	13%	-	-	-	-	*	13%	-	10%	24%	14%	11%
Reading Including EOC	2021	36%	12%	9%	*	9%	-	-	-	-	-	0%	*	6%	14%	9%	8%
	2019	44%	25%	25%	-	25%	-	-	-	-	*	13%	-	22%	35%	23%	21%
Math Including EOC	2021	36%	11%	6%	*	7%	-	-	-	-	-	0%	*	6%	7%	7%	14%
	2019	48%	31%	26%	-	25%	-	-	-	-	*	13%	-	22%	41%	28%	25%
<b>5th Graders</b>																	
Reading and Mathematics	2021	34%	14%	19%	-	19%	-	-	-	-	-	22%	-	18%	22%	16%	19%
	2019	44%	22%	19%	*	19%	-	-	-	-	-	20%	*	18%	23%	19%	24%
Reading and Mathematics Including EOC	2021	34%	14%	19%	-	19%	-	-	-	-	-	22%	-	18%	22%	16%	19%
	2019	44%	22%	19%	*	19%	-	-	-	-	-	20%	*	18%	23%	19%	24%
Reading Including EOC	2021	46%	23%	31%	-	31%	-	-	-	-	-	22%	-	31%	33%	26%	25%
	2019	54%	34%	30%	*	30%	-	-	-	-	-	20%	*	29%	32%	30%	32%
Math Including EOC	2021	44%	21%	23%	-	23%	-	-	-	-	-	22%	-	24%	22%	21%	19%
	2019	58%	37%	32%	*	33%	-	-	-	-	-	20%	*	31%	36%	31%	56%
<b>3rd - 8th Graders</b>																	

Texas Education Agency  
**2020-21 STAAR Performance**  
**HUTCHINS EL (015908104) - SOUTH SAN ANTONIO ISD - BEXAR COUNTY**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics	2021	26%	7%	<b>11%</b>	*	11%	-	-	-	-	-	16%	*	10%	11%	9%	7%
	2019	36%	19%	<b>20%</b>	*	21%	*	-	-	-	*	17%	*	20%	22%	20%	21%
Reading and Mathematics Including EOC	2021	28%	8%	<b>11%</b>	*	11%	-	-	-	-	-	16%	*	10%	11%	9%	7%
	2019	38%	20%	<b>20%</b>	*	21%	*	-	-	-	*	17%	*	20%	22%	20%	21%
Reading Including EOC	2021	41%	18%	<b>21%</b>	*	21%	-	-	-	-	-	16%	*	22%	18%	17%	11%
	2019	47%	29%	<b>30%</b>	*	30%	*	-	-	-	*	17%	*	29%	33%	28%	30%
Math Including EOC	2021	37%	12%	<b>14%</b>	*	14%	-	-	-	-	-	21%	*	14%	14%	13%	13%
	2019	52%	32%	<b>33%</b>	*	33%	*	-	-	-	*	17%	*	33%	35%	33%	43%

\* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.