Fort Worth Independent School District

137 Hubbard Heights Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Our MISSION is to encourage everyone at Hubbard Heights to perform with excellence, pursue personal potential, and practice collaborative learning.

Vision

Our VISION is to see students connected, equipped, and engaged while interacting and mentoring others in our community.

Value Statement

Growth. Empowerment. Teamwork.

(G.E.T.)

Motto: G.E.T. Growing!

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Comprehensive Needs Assessment

Revised/Approved: February 26, 2024

Demographics

Demographics Summary

Hubbard Heights Elementary is located in the South Hills pyramid in FWISD. The TEA Rating has been postponed for the year across the state. It is a 100+ year-old PK-5 neighborhood school. Our current enrollment is 527 with the following student demographics:

Hispanic- 97%

African American- 0.01%

White- 2%

We also have the following student groups:

Economically Disadvantaged- 94%

English Language Learners- 66%

Special Education- 13%

Mobility Rate- 11% (TEA 2021-2022 Data)

Attendance- 96.6%

GT- 0.4%

There are 66 faculty and staff members. 47% of the teachers are Hispanic, 3% are Black/African American, and 50% are White.

Hubbard Heights Elementary enrollment fluctuates. Our largest enrollment increased occurred when Rosemont Elementary School became Rosemont Middle School and students were assigned to our attendance zone. Our student body enrollment has been above 500 after returning from the pandemic.

2018-2019   597

2019-2020   593

2020-2021	490
2021-2022	540
2022-2023	515
2023-2024	527

We are a prominently Spanish-speaking community that serve students from four different countries outside of the United States. Hubbard Heights serves a deeply rooted community and is a true neighborhood school. Generations of families attended (PK-5th) Hubbard Heights and they want their children and grandchildren to have the same experience.

We are a Title 1 campus that receives generous support from our families, adopters, and PTO. Our faculty and staff work collaboratively to ensure our students are educated in a safe and supportive environment.

There are few discipline concerns that impede instruction. In the current school year, 2023-2024, there have been 37 discipline referrals.

Demographics Strengths

Hubbard Heights Elementary School has many strengths. Some of the most notable strengths include:

Hubbard Heights Elementary School has various programs at our school that meet the varying needs of our students. We provide services in Dual Language One-way, ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.

Our Site Based Decision Making Committee consists of various stakeholders such as parents, staff members, district members, community and business members. We meet as a committee a minimum of six times per year to create, monitor, and adjust our Campus Improvement Plan.

We also have a strong partnership with various organizations such as:

- The Fort Worth After School Program where students participate in various activities such as: homework support, art class, running club, cheer club
- Gambrell Street Baptist church with the Good News Club and Chess Club
- Costco Readers

In addition, we were the pilot campus in our area to start the Parent Café. We also have opened up our Food Pantry with the North Texas Tarrant Area Food Bank. This has been a

valuable resource for our community to receive goods and to connect with the campus. This year, we were also able to get our All Pro Dads started up and running successfully through the year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Absence and Tardy Arrivals are still an issue for our campus and are affecting student achievement.   **Root Cause:** Awareness and consequences for students and families have not yet been developed and communicated.

Student Learning

Student Learning Summary

In 2023-2024 Hubbard Heights was not rated per the state's delay.

Our focus, targeted areas included:

The average RIT score for EBs in English Reading from BOY to MOY in KG-5th increased 5 points.

From Fall 2023 – Winter 2024, all KG-5th grade students grew a minimum of 6 points in English Reading.

 The average RIT score in Spanish Reading from BOY to MOY in KG increased 11 points.

The average RIT score in Spanish Reading from BOY to MOY in 1st Grade increased 4 points.

The average RIT score in Spanish Reading from BOY to MOY in 2nd Grade increased 6 points.

The average RIT score in Spanish Reading from BOY to MOY in 3rd Grade increased 8 points.

The average RIT score for EBs in Spanish Reading from BOY to MOY in KG-5th increased 6 points.

From Fall 2023-Winter 2024 all KG-5th grade students grew a minimum of 7 points in Spanish Reading.

SPED MOY Reading – 83% of students 2nd-5th did not meet standard.

TAG MOY MAP Reading – 97% of 2nd-5th grade students were at Approaches or above.

TAG MOY MAP Reading – 62% of 2nd-5th graders are at Meets/Masters.

TAG MOY MAP Math – 97% of 2nd-5th grade students were at Approaches or above.

TAG MOY MAP Math – 68% of 2nd-5th grade students were at Meets or Masters.

Title 1 MOY MAP Math – 18% of 2nd-5th grade students were at the Meets or Masters category.

Reading Fluency – 55% of 2nd and 3rd grade students did not meet grade level expectations.

As a campus, we increased Lexia progress from 15% at the beginning of the year to 38% on Grade Level in March 2024.

As a campus, in Lexia, we started the school year at 82% below Grade Level and have decreased our below Grade Level percentage by 37%. As of March 2024, only 45% of our students are below Grade Level.

As a campus, in Lexia, we started the school year at 3% above Grade Level and have improved to 17% above Grade Level as of March 2024.

Student Learning Strengths

MAP data indicates that:

MOY Reading and Math--3rd graders exceeded expected growth.

MOY Math KG-5th grades grew a minimum of 3 RIT points with 3rd grade having the highest growth at 9 points. Kindergarten and 2nd grade grew 8 points.

*23% of our tested students are in the top 40th percentile in math.

*33% of our 3rd graders are in the top 40th percentile in math.

*19% of our tested students are in the top 40th percentile in English reading.

*28% of 3rd graders are in the top 40th percentile in English reading.

*24% of 5th graders are in the top 40th percentile in English reading.

*25% of our tested students are in the top 40th percentile in Spanish reading.

*41% of our Kindergarteners are in the top 40th percentile in Spanish reading.

*23% of Kindergarteners are in the top 20th percentile in Spanish reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There still are students that are failing are not being provided supports for academic achievement. **Root Cause:** A system to target failing students has not yet been fully developed.

Problem Statement 2: Struggling and/or at-risk students are still not being affectively supported and is showing in academic achievement. **Root Cause:** Systems to communicate with families of struggling or at-risk students have not been developed.

School Processes & Programs

School Processes & Programs Summary

Hubbard Heights offers a variety of instructional programs through our special education and gifted and talented services, 504, dyslexia, one-way dual language, counseling services, small group interventions and MHMR Navigator.

Through our PLCs, teachers are aligned to the curriculum, state standards and best practices throughout the content areas utilizing district frameworks and the support of instructional coaches. Analyzing data and instructional planning help guide our discussions and lead us into acquiring resources needed for students and teachers to grow in achievement and close gaps.

Our student enrichment programs include: Optimist Sports (Flag Football, Soccer, and Softball), student council, choir, UIL competitions, Spelling and Math Bee, Battle of the Books, Chess Club, Meals with Mentors, and the Good News Club.

Hubbard Heights offers one-to-one technology for grades PK-5th. This allows our teachers the ability to assign differentiated assignments and scaffold instruction. It also allows our students to become proficient in their computer literacy and building their content knowledge through computer programs and resources.

Strong safety and operational procedures in place that allow for students and families to feel safe and protect instructional time. Our campus monitor has increased security best practices in regards to keeping our doors checked as well as establishing monitoring routes and strategic posting. Best practices in health procedures to support wellness at the school and at home (Telehealth, Vision van, dental volunteers, etc.) are also practiced at the campus.

Student Support Team meets regularly to discuss student needs such as attendance, interventions, speech and academic testing, behavioral supports.

School Processes & Programs Strengths

Hubbard Heights has many strengths some of the many notable strengths in the area of school processes and programs include:

- Targeted PLCs focused on data and standards alignment

- Technology- smartboards in every classroom, 1-to-1 technology, interactive apps and assessments

- Low teacher attrition which leads to experience, knowledge and consistency

- Professional development that is focused on blended and virtual learning best practices

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Committee roles and duties are still unclear and not effectively communicated. **Root Cause:** A re-established Roles and Responsibilities for committees and other supporting functions has not been done.

Problem Statement 2: Implementation of Response to Intervention is still needing better monitoring. **Root Cause:** An effective and efficient system has not yet been developed to sustain and consistent monitoring of student progress.

Problem Statement 3: New and struggling teachers are in need of support and guidance. **Root Cause:** An effective orientation and and restructuring of roles has not been done.

Perceptions

Perceptions Summary

Hubbard Heights is a multigenerational campus where families have attended for over the years. It has strong family and community ties. Parent commitment to the school and support of teachers and staff is strong with the families that are connected. Continued efforts to connect are an ongoing goal.

- We employ high quality and talented staff with minimal turnover year to year where many are former students of the school.
- Shared pride throughout the building and staff, as well as students and families.
- Programs/Clubs offered at our campus help build a deeper student/family connection and promote attendance and academic achievement.
- Safety and wellness systems

Perceptions Strengths

Hubbard Heights has many strengths, some of the many notable ones in the area of Perceptions are:

- Student support through their relationships with friends, family, and adults at school.
- Inviting work environment
- Strong Family Engagement Specialist that provides support and coordinates volunteer opportunities.
- Strong attendance at family events throughout the year: Fall Carnival, Wellness Night, South Hills Pyramid Event, Winter and Spring Dance, Science Night at the Museum, Open House, Spring Expo, and Meet the Teacher.
- Strong parent communication systems through Blackboard, Dojo, social media, YouTube channel, flyers, and email.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Local Businesses and community partnerships are still lacking in connection and participation. **Root Cause:** An effective communications system has not been developed to spread awareness of campus needs and opportunities.

Problem Statement 2: Some volunteers still do not understand how to help at the school. **Root Cause:** A clear and well communicated volunteer system is still needed to be developed.

Problem Statement 3: Visitors still feel a lack of welcome when entering the building in the Main Office. **Root Cause:** Main Office staff has not yet been formally trained in customer service.

Priority Problem Statements

Problem Statement 1: Committee roles and duties are still unclear and not effectively communicated.
Root Cause 1: A re-established Roles and Responsibilities for committees and other supporting functions has not been done.
Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There still are students that are failing are not being provided supports for academic achievement.
Root Cause 2: A system to target failing students has not yet been fully developed.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Local Businesses and community partnerships are still lacking in connection and participation.
Root Cause 3: An effective communications system has not been developed to spread awareness of campus needs and opportunities.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Absence and Tardy Arrivals are still an issue for our campus and are affecting student achievement.
Root Cause 4: Awareness and consequences for students and families have not yet been developed and communicated.
Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: April 4, 2024

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 56% to 66% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 43% to 53% by May 2025.
Increase the percentage of Emergent Bilingual students from 43% to 53% by May 2025.

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Title I:
2.4

Problem Statements: Student Learning 1

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement.   **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 61% to 70% by May 2025.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 39% to 45% by May 2025.

Increase the percentage of Emergent Bilingual students from 61% to 70% by May 2025.

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

> **Title I:**
> 2.5
>
> **Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Assign a PT Tutor to KG-2nd		**Formative**		**Summative**	
Intended Audience: KG-2nd students		**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: 24-25 SY					
Funding Sources: - SCE (199 PIC 24) - 199-11-6117-001-137-24-313-000000- - $6,000					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement. **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37% to 47% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 42% to 52% by May 2025.

Increase the percentage of Emergent Bilingual students from 19% to 29% by May 2025.

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

    Problem Statements: Student Learning 1

Action Step 1 Details			Reviews			
Action Step 1: Assign a PT Tutor to 3rd-4th Grade			**Formative**		**Summative**	
Intended Audience: 3rd-4th Grade students			**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: 24-25 SY						
Funding Sources: - TITLE I (211) - 211-11-6117-04E-137-30-510-000000-25F10 - $15,000						
Action Step 2 Details			Reviews			
Action Step 2: Provide supplies for students			**Formative**		**Summative**	
Intended Audience: EB students			**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: 24-25 SY						
Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-137-25-313-000000 - $2,498						
Action Step 3 Details			Reviews			
Action Step 3: Provide supplies for students			**Formative**		**Summative**	
Intended Audience: SPED			**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - SPED (199 PIC 23) - $1,230						

Action Step 4 Details	Reviews			
Action Step 4: Library Book Purchase	Formative		Summative	
Funding Sources: - TITLE I (211) - 211-12-6329-04E-137-30-510-000000-25F10 - $6,000	**Nov**	**Jan**	**Mar**	**June**

Action Step 5 Details	Reviews			
Action Step 5: General Supplies for All Grade Levels	Formative		Summative	
Intended Audience: PK-5th	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-137-11-313-000000- - $8,210				

Action Step 6 Details	Reviews			
Action Step 6: Extra Duty Funding	Formative		Summative	
Intended Audience: Classroom Teachers	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - SPED (199 PIC 23) - $530, - BASIC (199 PIC 11) - 199-11-6121-XXX-137-11-313-000000- - $20, - BASIC (199 PIC 11) - 199-11-6121-XXX-137-11-313-000000- - $30, - BEA (199 PIC 25) - 199-11-6116-001-137-25-313-000000 - $40				

Action Step 7 Details	Reviews			
Action Step 7: Budget for After School Tutoring	Formative		Summative	
Funding Sources: - TITLE I (211) - 211-11-6116-04E-137-30-510-000000-25F10 - $6,000	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement.   **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 72% to 80% by May 2025.
Increase the percentage of Emergent Bilingual students from 62% to 72% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the students performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

    Problem Statements: Student Learning 1

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement.   **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 30% to 50% by May 2025. Increase the percentage of Emergent Bilingual students from 30% to 50% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the students performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Budget supplies for KG		**Formative**		**Summative**	
Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-137-11-313-000000- - $250		**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement.   **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47% to 57% by May 2025.
Increase the percentage of Emergent Bilingual students from 27% to 37% by May 2025.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

   TEA Priorities:
   Build a foundation of reading and math

   Problem Statements: Student Learning 1

Action Step 1 Details				Reviews			
Action Step 1: Title 1 Teacher				**Formative**		**Summative**	
Intended Audience: 3rd Grade				**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: 24-25 SY							
Funding Sources: - TITLE I (211) - 211-11-6119-04E-137-30-510-000000-25F10 - $70,000							
Action Step 2 Details				**Reviews**			
Action Step 2: PD/Conference for counselor				**Formative**		**Summative**	
				Nov	**Jan**	**Mar**	**June**
Funding Sources: - TITLE I (211) - 211-31-6411-04E-137-30-510-000000-25F10 - $3,000							
Action Step 3 Details				**Reviews**			
Action Step 3: Purchase General Supplies				**Formative**		**Summative**	
				Nov	**Jan**	**Mar**	**June**
Funding Sources: - TITLE I (211) - 211-11-6399-04E-137-30-510-000000-25F10 - $4,000							
Action Step 4 Details				**Reviews**			
Action Step 4: Budget for Teacher Substitutes				**Formative**		**Summative**	
				Nov	**Jan**	**Mar**	**June**
Funding Sources: - TITLE I (211) - 211-11-6112-0PD-137-30-510-000000-25F10 - $1,000							

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement.   **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 26% to 36% by May 2025. Increase the percentage of Emergent Bilingual students from 18% to 28% by May 2025.

Strategy 1: Daily instruction is provided at the depth and complexity of the grade level and above standards including the students performance tasks, classroom activities, assignments, intervention and formative assessment from the Curriculum Framework.

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Provide After-School and Saturday School Tutoring		**Formative**		**Summative**	
Date(s) / Timeframe: 24-25 SY		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-12-6116-XXX-137-99-313-000000- - $15,240					
Action Step 2 Details		Reviews			
Action Step 2: Supplies for GT Program		**Formative**		**Summative**	
Funding Sources: - GT (199 PIC 21) - $554		**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement.   **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 21% to 31% by May 2025. Increase the percentage of Emergent Bilingual students from 18% to 28% by May 2025.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

   Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Purchase supplies	**Formative**		**Summative**	
Intended Audience: 1st-5th Teams	**Nov**	**Jan**	**Mar**	**June**
Date(s) / Timeframe: 24-25 SY				
Funding Sources: - BASIC (199 PIC 11) - 199-11-6399-XXX-137-11-313-000000- - $3,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There still are students that are failing are not being provided supports for academic achievement. **Root Cause**: A system to target failing students has not yet been fully developed.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 19.9% to 15% by May 2025.
Decrease the number and percentage of Emergent Bilingual students from 19.7% to 15% by May 2025.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Title I:
2.6

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Attendance Incentive System		**Formative**		**Summative**	
Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-137-24-313-000000- - $885		**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Absence and Tardy Arrivals are still an issue for our campus and are affecting student achievement. **Root Cause**: Awareness and consequences for students and families have not yet been developed and communicated.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the district's climate survey from 0% to 80% by May 2025.
Increase positive response by Emergent Bilingual students from 0% to 80% by May 2025.

Strategy 1: Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

   Problem Statements: School Processes & Programs 1

Action Step 1 Details				Reviews			
Action Step 1: SPED Supplies				**Formative**		**Summative**	
Funding Sources: - SPED (199 PIC 23) - $600				**Nov**	**Jan**	**Mar**	**June**
Action Step 2 Details				Reviews			
Action Step 2: Teacher Conference/PD				**Formative**		**Summative**	
Funding Sources: - TITLE I (211) - 211-13-6411-04E-137-30-510-000000-25F10 - $2,000, - UNDISTRIBUTED (199 PIC 99) - 199-13-6411-XXX-137-99-313-000000- - $3,000				**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Committee roles and duties are still unclear and not effectively communicated.   **Root Cause**: A re-established Roles and Responsibilities for committees and other supporting functions has not been done.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of out of school suspensions for Emergent Bilingual students on our campus from 3.8% to 2.8% by May 2025.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

    Problem Statements: School Processes & Programs 1

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Committee roles and duties are still unclear and not effectively communicated.   **Root Cause**: A re-established Roles and Responsibilities for committees and other supporting functions has not been done.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 0% to 80% by May 2025.
Increase the positive perception of parents of Emergent Bilingual students from 0% to 80% by May 2025.

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Title I:
4.1, 4.2

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: After-hours Event Budget for FES	**Formative**		**Summative**	
Date(s) / Timeframe: 24-25 SY	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6121-04L-137-30-510-000000-25F10 - $382				

Action Step 2 Details	Reviews			
Action Step 2: Science Nights	**Formative**		**Summative**	
Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6299-04L-137-30-510-000000-25F10 - $1,600	**Nov**	**Jan**	**Mar**	**June**

Action Step 3 Details	Reviews			
Action Step 3: Family Snacks for Events	**Formative**		**Summative**	
Funding Sources: - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-137-30-510-000000-25F10 - $1,000, - TITLE I (211) - 211-61-6499-04L-137-30-510-000000-25F10 - $516	**Nov**	**Jan**	**Mar**	**June**

Action Step 4 Details	Reviews			
Action Step 4: Supplies for Family Engagement Events	**Formative**		**Summative**	
Funding Sources: - TITLE I (211) - 211-61-6399-04L-137-30-510-000000-25F10 - $800	**Nov**	**Jan**	**Mar**	**June**

Action Step 5 Details	Reviews			
Action Step 5: RISE Field Trips	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - SPED (199 PIC 23) - $1,079				

Action Step 6 Details	Reviews			
Action Step 6: Admin Conference	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - TITLE I (211) - 211-23-6411-04E-137-30-510-000000-25F10 - $5,000				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Local Businesses and community partnerships are still lacking in connection and participation. **Root Cause**: An effective communications system has not been developed to spread awareness of campus needs and opportunities.

State Compensatory

Budget for 137 Hubbard Heights Elementary School

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for 137 Hubbard Heights Elementary School

Name	Position	FTE
Elizabeth West	Math/Reading Interventionist	1
Lorena Garcia	PT Tutor	0

Title I Personnel

Name	Position	Program	FTE
Elizabeth West	Intervention Teacher		
Lorena Garcia	PT Tutor		

Campus Funding Summary

TITLE I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	1		Tutors with degree or certified	211-11-6117-04E-137-30-510-000000-25F10	$15,000.00
1	3	1	4		Reading materials for library use	211-12-6329-04E-137-30-510-000000-25F10	$6,000.00
1	3	1	7		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-137-30-510-000000-25F10	$6,000.00
2	3	1	1		Title I Reading/ Mathematics Teacher	211-11-6119-04E-137-30-510-000000-25F10	$70,000.00
2	3	1	2		Travel for Counselor (PD)	211-31-6411-04E-137-30-510-000000-25F10	$3,000.00
2	3	1	3		Supplies and materials for instructional use	211-11-6399-04E-137-30-510-000000-25F10	$4,000.00
2	3	1	4		Subs for professional development	211-11-6112-0PD-137-30-510-000000-25F10	$1,000.00
4	2	1	2		Travel for Teachers (PD)	211-13-6411-04E-137-30-510-000000-25F10	$2,000.00
4	4	1	3		Snacks for parents to promote participation	211-61-6499-04L-137-30-510-000000-25F10	$516.00
4	4	1	4		Supplies and materials for parental involvement	211-61-6399-04L-137-30-510-000000-25F10	$800.00
4	4	1	6		Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-137-30-510-000000-25F10	$5,000.00
						Sub-Total	$113,316.00
						Budgeted Fund Source Amount	$113,316.00
						+/- Difference	$0.00
FAMILY ENGAGEMENT (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	4	1	1		Extra duty for family engagement activities after hours (Support Staff)	211-61-6121-04L-137-30-510-000000-25F10	$382.00

FAMILY ENGAGEMENT (211)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2		Family Engagement Contracted Services/ Family Science Night	211-61-6299-04L-137-30-510-000000-25F10	$1,600.00
4	4	1	3		Snacks for parents to promote participation	211-61-6499-04L-137-30-510-000000-25F10	$1,000.00
						Sub-Total	$2,982.00
						Budgeted Fund Source Amount	$2,982.00
						+/- Difference	$0.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	5		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-137-11-313-000000-	$8,210.00
1	3	1	6		INSTRUCTION | EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-137-11-313-000000-	$20.00
1	3	1	6		INSTRUCTION | EXTRA DUTY/OT - SUPPORT	199-11-6121-XXX-137-11-313-000000-	$30.00
2	2	1	1		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-137-11-313-000000-	$250.00
3	2	1	1		INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-137-11-313-000000-	$3,000.00
						Sub-Total	$11,510.00
						Budgeted Fund Source Amount	$11,510.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2		GENERAL SUPPLIES		$554.00
						Sub-Total	$554.00
						Budgeted Fund Source Amount	$554.00
						+/- Difference	$0.00

SPED (199 PIC 23)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3		GENERAL SUPPLIES		$1,230.00
1	3	1	6		EXTRA DUTY/OT - SUPPORT		$530.00
4	2	1	1		FURN&EQUIP < $5000		$600.00
4	4	1	5		TRAVEL - STUDENT		$1,079.00
						Sub-Total	$3,439.00
						Budgeted Fund Source Amount	$3,439.00
						+/- Difference	$0.00

SCE (199 PIC 24)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Tutors with degree or certified	199-11-6117-001-137-24-313-000000-	$6,000.00
4	1	1	1		Supplies and materials for instructional use	199-11-6399-001-137-24-313-000000-	$885.00
						Sub-Total	$6,885.00
						Budgeted Fund Source Amount	$6,885.00
						+/- Difference	$0.00

BEA (199 PIC 25)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2		Supplies and materials - instruction	199-11-6399-001-137-25-313-000000	$2,498.00
1	3	1	6		Extra duty pay - tutoring after hours (teacher)	199-11-6116-001-137-25-313-000000	$40.00
						Sub-Total	$2,538.00
						Budgeted Fund Source Amount	$2,538.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		INSTRCTNL RES/MED SVCS | EXTRA DUTY - PROFESSIONAL	199-12-6116-XXX-137-99-313-000000-	$15,240.00
4	2	1	2		STAFF DEVELOPMENT | TRAVEL - EMPLOYEE ONLY	199-13-6411-XXX-137-99-313-000000-	$3,000.00
						Sub-Total	$18,240.00
						Budgeted Fund Source Amount	$18,240.00
						+/- Difference	$0.00
						Grand Total Budgeted	$159,464.00
						Grand Total Spent	$159,464.00
						+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024