

Spring Branch Independent School District

Hunters Creek Elementary School

2024-2025



Mission Statement

At HCE we positively impact each child's life every day to graduate students with Tough Minds and Tender Hearts!

Vision

TOUGH MIND - TENDER HEART
Together with faculty and families our students are building:

High expectations for themselves as self-advocates.
An ability to problem solve with perseverance to develop strengths and overcome obstacles.
An empathetic and respectful character.
The capability to collaborate and think critically to create their own unique futures.

Core Values

Every Child: We put students at the heart of everything we do.

Collective Greatness: We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit: We believe in each other and find joy in our work.

Limitless Curiosity: We never stop learning and growing.

Moral Compass: We are guided by strong character, ethics and integrity.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hunters Creek Elementary School serves students in grades K-5 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed a decrease from the 2021-2022 school year to the 2022–2023 school year. Enrollment then increased by seven students from the 2022–2023 school year to the 2023–2024 school year.

Enrollment Trends:

2023-2024: Enrollment – 611

2022-2023: Enrollment – 604

2021-2022: Enrollment – 618

Source: *PEIMS OnDataSuite Fall Dashboard*

The demographic profile of the students at Hunters Creek Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Hispanic. During the 2023-2024 school year, 12.6% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 18.5% Economically Disadvantaged; 22.9% At-Risk; 2.8% Immigrant; 17.7% of students were identified for special education services; and 16.5% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 32 (5.2%)

2022-2023: African American – 24 (4.0%)

2021-2022: African American – 30 (4.9%)

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2023-2024: Asian – 63 (10.3%)

2022-2023: Asian – 63 (10.4%)

2021-2022: Asian – 74 (12.0%)

2023-2024: Hispanic – 126 (20.6%)

2022-2023: Hispanic – 113 (18.7%)

2021-2022: Hispanic – 103 (16.7%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: Native Hawaiian-Pacific Islander – 0 (0.0%)

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 357 (58.4%)

2022-2023: White – 374 (61.9%)

2021-2022: White – 375 (60.7%)

2023-2024: Two-or-more – 32 (5.2%)

2022-2023: Two-or-more – 29 (4.8%)

2021-2022: Two-or-more – 35 (5.7%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2023-2024: At-Risk – 140 (22.9%)

2022-2023: At-Risk – 112 (18.5%)

2021-2022: At-Risk – 148 (24.0%)

2023-2024: Economically Disadvantaged – 113 (18.5%)

2022-2023: Economically Disadvantaged – 112 (18.5%)

2021-2022: Economically Disadvantaged – 122 (19.7%)

2023-2024: Emergent Bilingual/English Learner – 77 (12.6%)

2022-2023: Emergent Bilingual/English Learner – 62 (10.3%)

2021-2022: Emergent Bilingual/English Learner – 61 (9.9%)

2023-2024: Gifted and Talented – 101 (16.5%)

2022-2023: Gifted and Talented – 93 (15.4%)

2021-2022: Gifted and Talented – 83 (13.4%)

2023-2024: Homeless – *

2022-2023: Homeless – 5 (0.8%)

2021-2022: Homeless – *

2023-2024: Immigrant – 17 (2.8%)

2022-2023: Immigrant – 13 (2.2%)

2021-2022: Immigrant – 9 (1.5%)

2023-2024: Migrant – 0 (0.0%)

2022-2023: Migrant – 0 (0.0%)

2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 108 (17.7%)

2022-2023: Special Education – 82 (13.6%)

2021-2022: Special Education – 75 (12.1%)
Source: PEIMS OnDataSuite Fall Dashboard
**Fewer than five students not shown*

Attendance Rates:

2021-2022: 95.7%
2020-2021: 96.9%
2019-2020: 98.4%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 8.5%
2020-2021: 5.6%
2019-2020: 1.8%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

HCE's percentage of Gifted and Talented Students is growing.

Parent engagement for all learners has increased

We have a large volunteer pool who readily steps in wherever and whenever needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite the learning we have done as a faculty and the strategies we have implemented, our EB students are not reclassifying on track as they should. Students who passed the RLA STAAR test did not score at the AH level on TELPAS in related areas. **Root Cause:** The TELPAS test is hard and different from other tests that we prepare students for with different tasks expectations.

Problem Statement 2: The number of students requiring specially designed instruction through Special Education has increased over the last 3 years. **Root Cause:** Our dyslexia students are now being served as special education students.

Problem Statement 3: Our ADA percentage has decreased, with an increase in absenteeism. **Root Cause:** There is no exact cause that we can determine. Our families travel and frequently miss school days. We have a handful of students with chronic absenteeism. Attendance Rates: Chronic Absenteeism: 2023-2024: 95.9% 4.1% 2022-2023 2021-2022: 95.7% 8.5% 2020-2021: 96.9% 5.6% 2019-2020: 98.4% 1.8%

Student Achievement

Student Achievement Summary

Hunters Creek Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Redesign Reading passing rates for 2023 (Baseline Year):

3rd Grade Reading - 92% Approaches; 77% Meets; 43% Masters

4th Grade Reading - 95% Approaches; 78% Meets; 53% Masters

5th Grade Reading - 99% Approaches; 90% Meets; 57% Masters

SPED All Grades Reading - 85% Approaches; 52% Meets; 10% Masters

EB/EL All Grades Reading - 88% Approaches; 65% Meets; 26% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

3rd Grade Mathematics - 90% Approaches; 63% Meets; 18% Masters

4th Grade Mathematics - 91% Approaches; 83% Meets; 59% Masters

5th Grade Mathematics - 96% Approaches; 89% Meets; 52% Masters

SPED All Grades Mathematics - 72% Approaches; 51% Meets; 11% Masters

EB/EL All Grades Mathematics - 88% Approaches; 61% Meets; 21% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

We consistently have over 90% of our students at the approaches level on reading STAAR

We consistently have over 90% of our students at the approaches level on math STAAR

We consistently have over 90% of our students at the approaches level on science STAAR

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our third grade group did not do as well as expected on reading or math STAAR. **Root Cause:** In third grade last year, we had 5/5 teachers who were new to the content they were teaching or have taught less than 3 years. There was a learning curve with the teachers.

Problem Statement 2: Our goals are always around having students in the meets range move up to the masters level and to maintain our students in the masters level. It is a balancing act to be sure that the students working at higher levels have the same intense intervention as those not yet at approaches. **Root Cause:** HCE consistently has 90%+ at the approaches level in Reading and Math. It is easy to focus more on our struggling learners and to overlook those who need to be pushed/challenged.

Problem Statement 3: We have 36 3-5 EB students. 9 of them reclassified = 25% There were 25/36 EB students who passed Reading STAAR but did not have an AH composite score on TELPAS so did not reclassify. 34/36 of our EB 3-5 students could have reclassified with a composite of AH on TELPAS. **Root Cause:** The expressive domains of speaking and writing on TELPAS are the areas with the most scores not at the AH level, as compared to the receptive domains of reading and listening.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Hunters Creek Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2023-2024: Beginning – 3.7 FTE (10.9%)

2022-2023: Beginning – 3.0 FTE (8.2%)

2021-2022: Beginning – 1.0 FTE (2.8%)

2023-2024: 1-5 Years – 12.1 FTE (35.7%)

2022-2023: 1-5 Years – 11.3 FTE (31%)

2021-2022: 1-5 Years – 13.0 FTE (36.6%)

2023-2024: 6-10 Years – 9.1 FTE (26.8%)

2022-2023: 6-10 Years – 10.0 FTE (27.4%)

2021-2022: 6-10 Years – 11.4 FTE (32.1%)

2023-2024: 11-20 Years – 7.0 FTE (20.6%)

2022-2023: 11-20 Years – 10.1 FTE (27.7%)

2021-2022: 11-20 Years – 8.1 FTE (22.8%)

2023-2024: Over 20 Years – 2.0 FTE (5.9%)

2022-2023: Over 20 Years – 2.0 FTE (5.5%)

2021-2022: Over 20 Years – 2.0 FTE (5.6%)

2023-2024: Total – 33.9 FTE (100%)

2022-2023: Total – 36.5 FTE (100%)

2021-2022: Total – 35.5 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

HCE has always been able to recruit strong candidates and fill our positions for classroom teachers by mid-spring for the following year.

54% of our teachers have more than 5 years of experience and all are strong, competent teachers.

We have a strong Lead Mentor and mentoring program for our Novice and Novice +1 and +2 teachers. They all have great mentors.

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: We started the year with 3 paraprofessional vacancies. We have filled one but are still looking to fill the other two. **Root Cause:** Lack of qualified applicants.

Problem Statement 2: 46% of our teachers have 5 or less years of experience. **Root Cause:** We are losing young teachers for several reasons: 1. They are finding less stressful jobs that pay more. 2. Their desire for a healthy work/life balance is almost impossible in the first couple of years of teaching. 3. Increase in number of severe behavior problems and the difficulty and length of time it takes to get those students into a program that gives them necessary supports.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Hunters Creek Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Hunters Creek Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 12,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Our PTA values the teachers needs for curriculum and instructional support.

They pay over \$550,000 to fund positions that provide this support to teachers and to students.

We have a large volunteer pool who readily steps in wherever and whenever needed.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We would love to engage our parents who are working parents, or parents who do not speak English well, in knowing how their child is performing academically and what they can do at home to support the learning. **Root Cause:** Language barrier for our EB parents and time for our working parents.

Problem Statement 2: We have to sustain the half a million dollars each year needed to provide curriculum and instructional support for our teachers, and this may not be possible. **Root Cause:** Lack of state funding.

Goals

Goal 1: STUDENT ACHIEVEMENT. Hunters Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: ACHIEVEMENT: By June 2025, Hunters Creek Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading by 1 percentage point in approaches, 2 percentage points in meets, and 2 percentage points in masters, and in math by 2 percentage points in approaches, 1 percentage point in meets, and 2 percentage points in masters.

2023-24: Reading: 95% (approaches), 79% (meets), 59% (masters); Math: 88% (approaches), 70% (meets), 38% (masters)

2022-23: Reading: 95% (approaches), 82% (meets), 51% (masters); Math: 92% (approaches), 79% (meets), 44% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Intentional planning of collaborative meetings each week to include, but not limited to:</p> <ol style="list-style-type: none">1. Use of the DDI protocols, review of data BOY and throughout the year after common assessments - formative and summative.2. Monitor progress on grade level goals for Reading and Math - trackers for K-2, PSAs and MOY ORA for 3-5.3. Intentional discussion of progress of our EB, Economically Disadvantaged students and our special education students.4. Adjusting curriculum roadmaps to meet the needs of HCE students while staying on schedule to be ready for district common assessments and priority standard assessments <p>Strategy's Expected Result/Impact: Improvement in STAAR scores</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Admin</p>

Goal 1: STUDENT ACHIEVEMENT. Hunters Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: STUDENT GROWTH: By June 2025, Hunters Creek Elementary School will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 2 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 88%/68% (Reading); 78%/46% (Math)

2022-23: School Progress-Annual Growth /Accelerated Learning: 77%/56% (Reading); 83%/18% (Math) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: During kid talks and when meeting to analyze data, be sure to give the same amount of focus to the students who are at the meets and masters level (and need to grow), as we already give to our students not yet at the approaches or meets level.</p> <p>Strategy's Expected Result/Impact: All students will show growth.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Administrators</p> <p>Funding Sources: Interventionist, Lead4ward materials, Professional Development - 199 PIC 11 - Instructional Services - \$4,000</p>

Goal 1: STUDENT ACHIEVEMENT. Hunters Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: CLOSING THE GAPS: By June 2025, Hunters Creek Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 2 component points.

2023-24: 25 of 32 Academic Achievement Points Met; 78.1% Component Points

2022-23: 20 of 24 Academic Achievement Points Met; 83.3% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: Intentional planning of collaborative meetings each week to include, but not limited to:

1. Using the DDI protocols, review data BOY and throughout the year after common assessments - formative and summative.
2. Monitor progress on grade level goals for Reading and Math - trackers for K-2, PSAs and MOY ORA for 3-5.
3. Intentional discussion of progress of our EB, Economically Disadvantaged students and our special education students.
4. Adjusting curriculum roadmaps to meet the needs of HCE students while staying on schedule to be ready for district common assessments and priority standard assessments

Strategy's Expected Result/Impact: We will lessen the gap between our sub-populations.

Staff Responsible for Monitoring: Teachers

Interventionist

Administrators

Funding Sources: Interventionist, Lead4ward materials, Professional Development - 199 PIC 24 - At Risk - \$2,260, Interventionist, Lead4ward materials, Professional Development - 199 PIC 11 - Instructional Services - \$2,000

Goal 1: STUDENT ACHIEVEMENT. Hunters Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 70%

2022-23: TELPAS Progress Rate 69% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Develop a new, easier and more clear way to track the progress of our EB students. Focus on key skills in each proficiency level and teach to those skills during small group instruction and WIN time.</p> <p>Strategy's Expected Result/Impact: More of our EB students will reclassify and show growth on state and district assessments.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Administrators</p>

Goal 1: STUDENT ACHIEVEMENT. Hunters Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: EARLY LITERACY: By June 2025, Hunters Creek Elementary School will increase the percentage of K-2 students on track to read at grade level by 2 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling (Baseline Year)
Grades 1 and 2: Spring Branch Literacy Checkpoints (Baseline Year)

Strategy 1 Details
<p>Strategy 1: Utilize Sound Walls as a part of the teaching and learning for our K-2 literacy lessons to show an increase in each area. 2023-2024 Average Decoding K-2 = 79%, Average Encoding K-2 = 51%, Average ORA for 1-2 = 54</p> <p>Strategy's Expected Result/Impact: We hope to see that students' scores on decoding and encoding are closer. Encoding lags significantly.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Administrators</p> <p>Funding Sources: Instructional Materials, Professional Development, Teacher Resources, Interventionist - 199 PIC 11 - Instructional Services - \$5,000</p>

Goal 1: STUDENT ACHIEVEMENT. Hunters Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: EARLY NUMERACY: By June 2025, Hunters Creek Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 2 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring (Baseline Year)

Strategy 1 Details
<p>Strategy 1: Focus on professional learning for our 3 new kinder teachers, and 3 new 1st grade teachers to ensure they understand the importance of numeracy and to fill their teaching toolbox. We know we will send them to Kim Sutton PD and hope to find others. Additionally, our math intervention teacher will support their learning so that our students will show an increase at each grade level.</p> <p>2023-2024 - Total Average K-2 = 87.6%, K - 84%; 1st - 85%; 2nd -94%</p> <p>Strategy's Expected Result/Impact: Students maintain strong sense of numeracy evidenced on math progress monitoring tasks.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Administrators.</p>

Goal 1: STUDENT ACHIEVEMENT. Hunters Creek Elementary School students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 7: ADVANCED COURSES: By June 2025, Hunters Creek Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: Since this was a focus for last year, we want to track our students in middle school to see how they are doing in the advanced classes they took by asking SBMS to send us rosters of HCE students in higher level or advanced math at the beginning, middle and end of the year - with grades at middle and end of year.</p> <p>Strategy's Expected Result/Impact: Become of aware of how our students are functioning in higher level classes when they leave HCE.</p> <p>Staff Responsible for Monitoring: Administrators and Interventionist</p>

Goal 2: STUDENT SUPPORT. Hunters Creek Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, Hunters Creek Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: Our three activities will be, but not limited to:</p> <ul style="list-style-type: none">- Bi-weekly counselor lessons once every other week- Focus on the morning announcements about the Core Characteristic of the Week- Positive Referral to the Principal with a form that checks the core characteristic the student is being recognized for. <p>Strategy's Expected Result/Impact: Better student awareness of the core characteristics and what they mean.</p> <p>Staff Responsible for Monitoring: Counselor Teachers Administrators.</p>

Goal 2: STUDENT SUPPORT. Hunters Creek Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2025, Hunters Creek Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: Teachers will continue to refine our RTI process by

- Tweaking and using the Data Collection Forms created by our SSC/504 coordinator to prepare for SSC meetings.
- Having 4 big SSC days throughout the year
- Locking SSC/504 meetings in special ed within 5 days and getting the goals and accommodations to the teachers and parent in, at the most, 5 days.
- Continuing to refine teachers understanding and use of appropriate accommodations.

Strategy's Expected Result/Impact: Students needing specially designed instruction will be identified quicker.
Teachers and parents will have their copy of notes from the meetings sooner.
Student success will improve as teacher understand and implement appropriate accommodations.

Staff Responsible for Monitoring: Administrators

All intervention
Intervention Specialist
Teachers

Goal 2: STUDENT SUPPORT. Hunters Creek Elementary School students will benefit from multi-tiered systems of support.

Performance Objective 3: STUDENT ATTENDANCE: By June 2025, student attendance at Hunters Creek Elementary School will increase or will be \geq 98%.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details

Strategy 1: Use our weekly communication to parents to explain the importance of learning to our accountability and to setting life-long habits of timeliness and commitment while also posting monthly our attendance percentage beginning the 2nd nine weeks.

Baseline Data:

Attendance Rates:	Chronic Absenteeism:
2023-2024: 95.9%	4.1%
2022-2023	
2021-2022: 95.7%	8.5%
2020-2021: 96.9%	5.6%
2019-2020: 98.4%	1.8%

Strategy's Expected Result/Impact: More awareness and, hopefully, more commitment by parents to get their children to school on time, to not plan trips for school days, and to schedule appointments outside of school hours when possible.

Staff Responsible for Monitoring: Administrators
ADA
Teachers

Goal 3: SAFE SCHOOLS. Hunters Creek Elementary School will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details

Strategy 1: This year, we have focused on classroom management - the procedures and routines set in place that help the classroom to run effectively and efficiently.

Strategy's Expected Result/Impact: - Less transition time between classes and moving from one content to the other or just coming down to the carpet quickly.
- Calmer transition times including lining up, walking in the hallways, behavior in the classrooms.

Staff Responsible for Monitoring: Teachers

Interventionist

Administrator

Counselor

Goal 3: SAFE SCHOOLS. Hunters Creek Elementary School will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: Form a more formal safety committee that meets on a regular basis to review the safety practices at HCE and make adjustments.</p> <p>Strategy's Expected Result/Impact: Larger group of staff members who pay attention to and maintain all safety procedures.</p> <p>Staff Responsible for Monitoring: Assistant Principal/Safety Officer Campus Officer Safety Committee All Staff</p>

Goal 3: SAFE SCHOOLS. Hunters Creek Elementary School will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: The Safety Committee will learn more about the Campus Emergency Operations Plan and Crisis Management.</p> <p>Strategy's Expected Result/Impact: Maintaining strong procedures for safety Knowing what to do in a crisis situation</p> <p>Staff Responsible for Monitoring: Assistant Principal/Safety Officer Campus Officer Safety Committee All Staff</p>

Goal 4: FISCAL RESPONSIBILITY. Hunters Creek Elementary School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: Principal and Admin Assistant will continue to meet on a regular basis to review use of all the different budgets we maintain.</p> <p>Strategy's Expected Result/Impact: Principal Admin Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Interventionist, Lead4ward materials, Professional Development		\$4,000.00
1	3	1	Interventionist, Lead4ward materials, Professional Development		\$2,000.00
1	5	1	Instructional Materials, Professional Development, Teacher Resources, Interventionist		\$5,000.00
Sub-Total					\$11,000.00
Budgeted Fund Source Amount					\$34,154.00
+/- Difference					\$23,154.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,130.00
+/- Difference					\$1,130.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Interventionist, Lead4ward materials, Professional Development		\$2,260.00
Sub-Total					\$2,260.00
Budgeted Fund Source Amount					\$2,260.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,480.00
+/- Difference					\$1,480.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,615.00
+/- Difference					\$3,615.00
Grand Total Budgeted					\$42,639.00
Grand Total Spent					\$13,260.00
+/- Difference					\$29,379.00