Hutto Independent School District

Cottonwood Creek Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

CCE Mission: Fostering Growth, Strengthening Relationships, Inspiring Excellence

Vision

CCE Vision: Cottonwood Creek aspires to be a safe, positive, and innovative learning environment in which each unique individual is accepted, respected, encouraged, challenged and supported.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2023-2024 school year, Cottonwood Creek Elementary had a total of 916 students enrolled: 95 Early Education (EE & PK) students, 135 Kindergarteners, 154 first graders, 151 second graders, 126 third graders, 129 fourth graders, and 128 fifth graders.

Cottonwood Creek has a population that consists of 51% Economically Disadvantaged and 61% At-Risk population. 3% of students are classified as Homeless, 23% receive special education services, 6% of students are identified as Gifted and Talented, 7% are ESL (English as a Second Language) students, 22% of total students are Dual Language Students consisting of 40 One-Way Dual Language EB (Emergent Bilingual) PK students, 162 Two-Way Dual Language EB Students in Kindergarten through 5 Grade.

Cottonwood Creek Elementary has a total of 87 instructional staff members. That includes 10 administrative support staff (which includes service providers such as diagnosticians, social worker, and health nurse), 21 educational aides, and 56 certified teachers (which include specialists, interventionists, and instructional coach). The staff has a range of teaching experience: 36% (0-5 years of experience), and 64% (5 or more years of experience).

In 2023-2024, the following is information regarding program types offered at Cottonwood Creek Elementary as per the PEIMS (Public Education Information Management System) Snapshot report and the Hutto ISD School Dashboard Report generated on 6/19/24:

Special Education Services (2023 - 2024 Summer PEIMS file loaded 06/19/2024)	Count	Percent
Instructional Settings		
Speech Therapy	130	14.01%
Homebound	1	0.11%
Hospital Class	0	0.00%
Resource Room	100	10.78%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	30	3.23%
Full-Time Early Childhood	22	2.37%
Mainstream	27	2.91%

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Self Contained	30	3.23%
Full-Time Early Childhood	22	2.37%
Mainstream	27	2.91%

Student Demographics (2023 - 2024 Summer PEIMS file loaded 06/19/2024)	Count	Percent
Gender		
Female	452	49.34%
Male	464	50.66%
Ethnicity		
Hispanic-Latino	467	50.98%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	36	3.93%
Black - African American	102	11.14%
Native Hawaiian - Pacific Islander	1	0.11%
White	253	27.62%
Two-or-More	57	6.22%

Some noticings from the above information is that enrollment is rising at a fast pace, we have increased the number of students receiving special education

services, class sizes are larger than in previous years, and we have over 6 classrooms that are over the 1:22 teacher to student ratio in grades PK-4 and all 5th grade classrooms were at an average of 1:26 teacher to student ratio. The number of special education students across all programs has increased: speech students served has increased, the number of students in mainstream settings has increased, the number of students served through resource services has increased, the number of students self-contained, functional academics/ECSE has increased. In addition, the number of student homelessness percentage has risen slightly, and the number of students who need intervention for either math or reading has increased significantly.

Some noticings are that 0-5 year experienced teachers increased by about 15% and 5 and more years experienced decreased by about 10%

The number of ELL (English Language Learners) students and students participating in the Dual Language Programs has increased due to the expansion of the program through grade 5.

There were 48 504 students identified at the campus and that number indicated a decrease from year's past as dyslexia students are now being served under the special education programs.

In other programs, GT (Gifted and Talented) percentage decreased slightly and Dyslexia increased compared to the prior year. The number of students identified as at-risk for dyslexia has increased significantly to 289 students compared to 256 students in 22-23. There were 65 total students identified with dyslexia; over 40 students were served by one dyslexia teacher.

In review of the demographics, the percentages for Asians decreased, Hispanics increased, African-Americans increased, Whites decreased, and Two or More races increased. There are no students identified as Native American according to the report.

The percentage of females increased slightly from the prior year.

Staff by Ethnicity (includes all support staff and paraprofessionals):
Hispanic/Latino: 41 out of 86
Asian 1 out of 86
Black or African American: 3 out of 86
White: 40 out of 86
Two or More: 0 out of 86
Native American: 1 out of 86

According to the Cottonwood Creek Elementary Summer (Snapshot) PEIMS Comparison Report, CCE Staff is made up of 1 Principal, 2 Assistant Principals, 1 Counselor, 21 Educational Aides (includes 1 Receptionist, 1 PEIMS/Registrar/Attendance Clerk, 1 Principal's Secretary), 1 Educational Diagnostician, 1 LSSP/ Psychologist, 1 Occupational Therapist, 1 Physical Therapist, 1 School Nurse, 3 Speech Therapists/SLPs, 56 Certified Teachers (includes 1 Instructional Coach, 2 Interventionists, and 1 Dyslexia Specialist, 1 Technology Application Teacher, 1 Gifted and Talented Teacher), and 5 Custodial Staff Members.

The attendance for the last school year averaged 93.62% for all students enrolled at the campus as of 5/1/2024. This data indicates that there is a need to support an increase in student attendance across all grade levels.

Teacher Retention Rates by Campus (Longitudinal History) the year before and then after Covid:

2018-2019 84% (District 81.2%) Pre-Covid
2019-2020 98% (District 82%) Pre-Covid
2020-2021 92% (District 85%) Covid Start Year
2021-2022 88% (District 79.2%) Covid
2022-2023 75% (District 74.3%) Post-Covid
2023-2024 73% (District 83%) Post-Covid as of 6/26/2024

Demographics Strengths

- Our student population is diverse and reflective of the growth in Hutto.
- ELL and Dual Language Program student enrollment numbers are increasing each year.
- The campus is composed of teachers with a variety of experience and strengths.
- A large percentage of students referred to special education qualify for services. The RtI (Response to Intervention) process is effective in identifying students who need special services or ruling out the need for special services and/or intervention.
- Free Breakfast is offered to all students daily.
- Each grade level has at least one certified GT/ESL teacher.
- The number of ESL Certified teachers increased to support students, and the Dual Language Program continued this school year and offers enrichment opportunities for Non-ELL students in Pre-Kindergarten through 5th Grade.
- Our special education population has access to various services and therapy provided by qualified district and campus staff. Identification of students in need of RtI has improved due to screener and teacher data; more students are receiving services appropriately.
- Campus diversity is increasing including staff demographics.
- The number of 0-5 year experienced teachers has decreased slightly.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campus changes including enrollment increases, new students, families, and staff members has resulted in misalignment/misunderstanding/ miscommunication of expected behavior expectations, staff expectations for responsibility, administration ability to support all areas has been difficult due to the vast needs across the campus. **Root Cause:** Systems and processes across the campus need to be revisited, refined, and retaught to all stakeholders including revisiting behavior training, staff personnel expectations, interpersonal skills/expectations, team collaboration, etc. in order to improve culture and climate and impact student success.

Problem Statement 2: STAAR scores for approaches, meets, and masters in math for grade levels 3-5 is below the expectations set as a campus for the year. **Root Cause:** Teachers are in need of using HQIMs i.e. Stemscopes Math with fidelity, confidence in their delivery, and use strategies including concrete models.

Problem Statement 3: STAAR scores for approaches, meets, and masters in math for special education students in grade levels 3-5 is significantly below the expectations set as a campus for the year. **Root Cause:** Special Education teachers have incomplete resources for math resource instruction and have not received training over the curriculum for special education resource services for math.

Student Learning

Student Learning Summary

Cottonwood Creek Elementary (CCE) provides students with instructional and intervention supports that allow students to reach their highest potential academically. Power Hour (PH) will be offered for all grade levels K-5 for the 2023-2024 school year to meet student needs based on district screeners. Power Hour provides acceleration, enrichment, and intervention opportunities for our students. It is our campus's responsibility to provide intervention through small group instruction, reteaching, technology intervention, and filling in any other academic gaps.

After school tutorials were offered Sept-May, for 4th and 5th grade students who qualified through House Bill 4545.The Response to Intervention (RtI) process and the committee were in place to support students who struggled. The RtI committee identified and planned interventions for students needing reading and math support. Our intervention Power Hour provided a designated time for staff to work with students in small groups that allowed students to avoid interruption in their core instructional time. Teachers provided additional support during regular core classroom instruction to implement Tier 2 intervention. Additional support was also provided through interventionists for Tier 3 support for students who needed more intensive support through pull-out services. Dyslexia Services and Special Education Support were also provided through push-in/pull-out services.

Technology-based intervention programs are also available for students.To monitor student achievement, Cottonwood Creek Elementary uses the mClass (K-2), RenSTAR Screeners for Reading/Math (K-5), and RSK Data/Observation (PK).

The following are HISD STAAR Scores for 2023-2024, by campus.

	3rd RLA			4th RLA			5th RLA		
	2024			2024			2024		
	App	Me	Ma	App	Me	Ma	App	Me	Ma
State	75%	49%	21%	81%	51%	23%	78%	54%	29%
Hutto ISD	**73%**	**43%**	**15%**	**81%**	**49%**	**19%**	**78%**	**51%**	**24%**
Kerley	82%	53%	18%	85%	52%	20%	76%	51%	21%
Cottonwood	64%	37%	7%	69%	54%	19%	75%	40%	22%
Norman	65%	32%	7%	74%	39%	11%	73%	42%	17%
Norman Span				0%	0%	0%	100%	0%	0%
Hutto Elem	74%	38%	16%	78%	58%	30%	91%	67%	33%
Johnson	76%	47%	17%	77%	37%	9%	77%	58%	32%
Ray	77%	50%	20%	86%	50%	18%	73%	50%	23%
Veterans Hill	76%	48%	20%	83%	51%	21%	77%	55%	25%

Student Learning Strengths

PreK Progress Data throughout the 2023-2024 school year showed progress in all areas towards the goal of 100% mastery for almost all students (in-person). Data shows 3rd nine week data growth for most students initially in the (2) yellow transitioned to (3) blue. The Pre-K data shows that 100% of all students made academic growth. Every PK domain showed growth from BOY to EOY.

RTI Tier 3 indicate 70 students receive reading intervention and 53 students receive math intervention.

Students who are not meeting expectations are discussed during regularly scheduled RtI committee meetings and then monitored for progress throughout the school year. Students receive intervention through Power Hour which includes a variety of interventions.

RenSTAR Reading Data indicates that 44% of 5th-grade students met the 40th percentile indicating performance at/above grade level.

RenSTAR Math Data indicates that 32% of 2nd graders made progress set by the district at the 40th percentile; 37% of 4th grade met the 40th percentile; 30% of 5th grade met the 40th percentile.

3rd grade writing collections show that there was an increase from BOY to MOY rating scores of a "4"; there were 0 students meeting expectations at the beginning of the school year to 14 at the middle of the year. 2nd grade writing collections show that there was an increase from BOY to MOY rating scores of a "4"; there were 0 students meeting expectations at the beginning of the school year to 17 at the middle of the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores for approaches, meets, and masters in math for grade levels 3-5 is below the expectations set as a campus for the year. **Root Cause:** Teachers are in need of using HQIMs i.e. Stemscopes Math with fidelity, confidence in their delivery, and use strategies including concrete models.

Problem Statement 2: STAAR scores for approaches, meets, and masters in math for special education students in grade levels 3-5 is significantly below the expectations set as a campus for the year. **Root Cause:** Special Education teachers have incomplete resources for math resource instruction and have not received training over the curriculum for special

education resource services for math.

Problem Statement 3: The number of students in need of Tier III reading and math intervention are too high and there are too many gaps in student learning to service appropriately at Tier III. **Root Cause:** There is a need to strengthen Tier I and Tier II instruction across all grade levels to close academic gaps.

Problem Statement 4: The number of students in need of Tier III reading and math intervention are too high and there are too many gaps in student learning to service appropriately at Tier III. **Root Cause:** There is a need to support teachers with implementing RtI appropriately at Tier II to ensure that students are receiving routine and consistent intervention and that their data is used to drive instruction. Teachers lack training and planning time to deliver appropriate intervention during powerhour.

School Processes & Programs

School Processes & Programs Summary

Cottonwood Creek Elementary teachers believe in promoting the Hippo Way of Be Respectful, Responsible, and Safe. We ask our entire community of teachers, staff, students, and visitors to "Give it! Own it! Live it!" by demonstrating the Hippo Way in everything they do and say. Cottonwood teachers have created campus-wide common area expectations. The expectations are modeled by all staff and students throughout the building.

Cottonwood Creek Elementary utilizes the Capturing Kids Hearts Philosophy, the HippoWay, Champs, Love Languages, and Restorative Practices to address disciplinary behaviors while taking into account students' needs physically, socially, emotionally, and mentally. Through the use of duty schedules for morning arrival and dismissal, students are consistently monitored in all areas of the building. Teacher monitoring zones have been established for recess duty. Staff members communicate regularly with parents by making personal positive phone calls, sending out newsletters, and posting and pushing out information electronically (web pages, flyers, email, skyward). Additionally, campus notification is sent using Parent Square communication, electronic flyers, marquee postings, email blasts through Skyward, and social media such as Facebook, Instagram, and Twitter. These efforts are used to promote and share events with community stakeholders.

In order to help ensure the safety of all students and staff, Cottonwood Creek Elementary completed and practiced the required evacuation, shelter, and lockout/lockdown drills during the 2023-2024 school year consistently. The Emergency Operations Plan (EOP) has been revised and will be implemented for the new 2023-2024 school year. In addition, safety education will be provided for the fourth time at the campus in over 7 years. Hutto ISD Police Department provided a full-time officer on campus, demonstrations during family and student events, and mentoring at the campus.

Cottonwood Creek Elementary offers special education services to meet all ability groups of student populations, including Bilingual/ESL, Gifted/Talented, Early Childhood Special Education (ECSE), Functional Academics (FA-STRIVE), Behavioral and Social Education (BASE) Support, and Resource/Inclusion Services. Dyslexia services, Speech Services, and Other Related Services are also provided for students to meet individual needs.

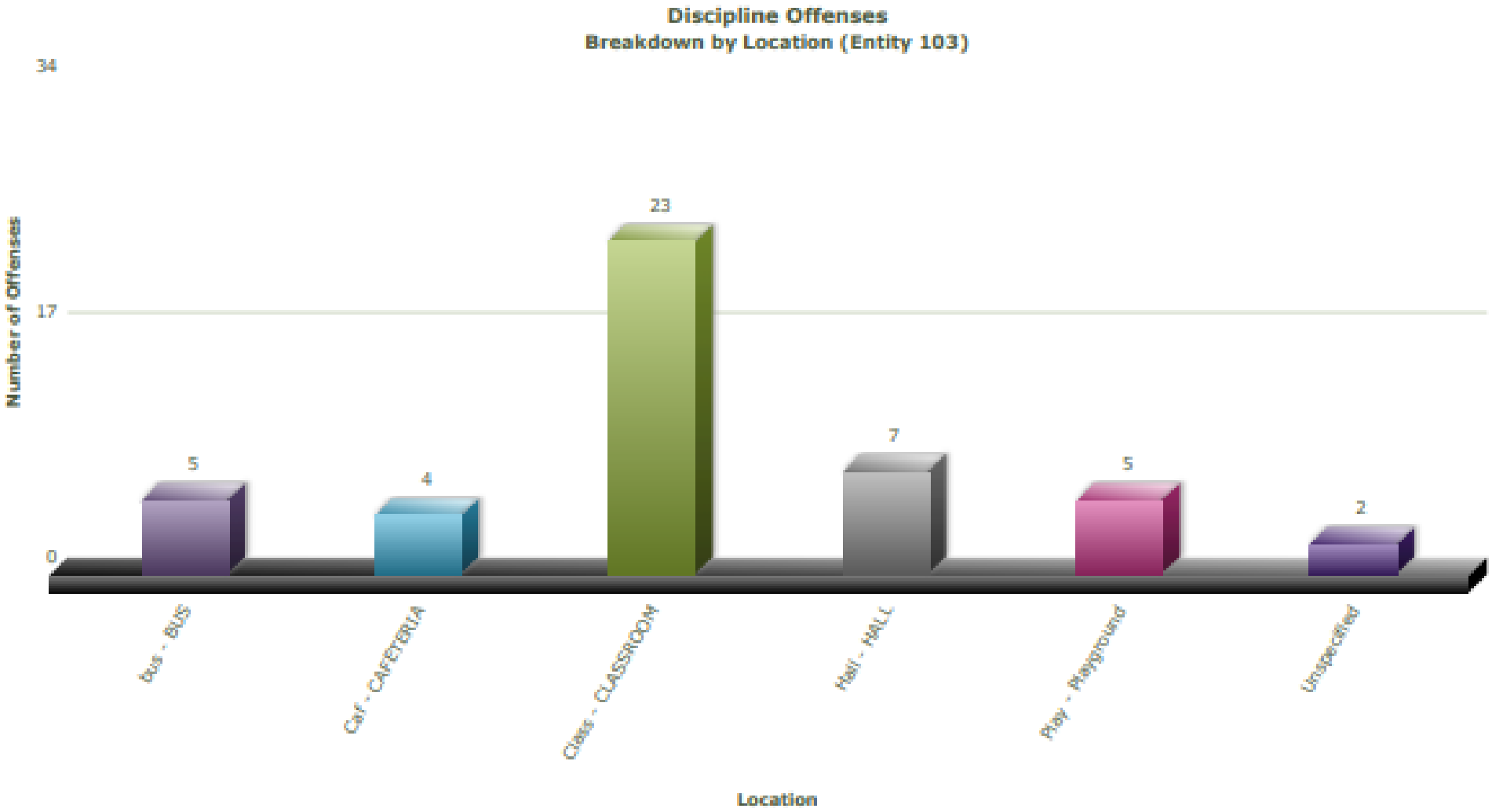
Cottonwood Creek Elementary participated in several activities that promote health and wellness. Staff and students participate annually in Red Ribbon Week, Anti-Bullying Events, Hippo Way Events, and Career Fair. Students learn about positive character traits through HippoWay Lessons that are taught twice a month in the classroom and facilitated by the classroom teacher. Students also participate in a social-emotional lesson once a month with their classroom teacher. Students receive guidance lessons once a month during Tech Apps and facilitated by the counselor.. The HippoWay Committee also serves to coordinate school counseling program events and initiatives. They also provide support to staff regarding ideas for rewarding, and promoting positive character traits by students, organizing recognition of students during assemblies, and throughout the year.

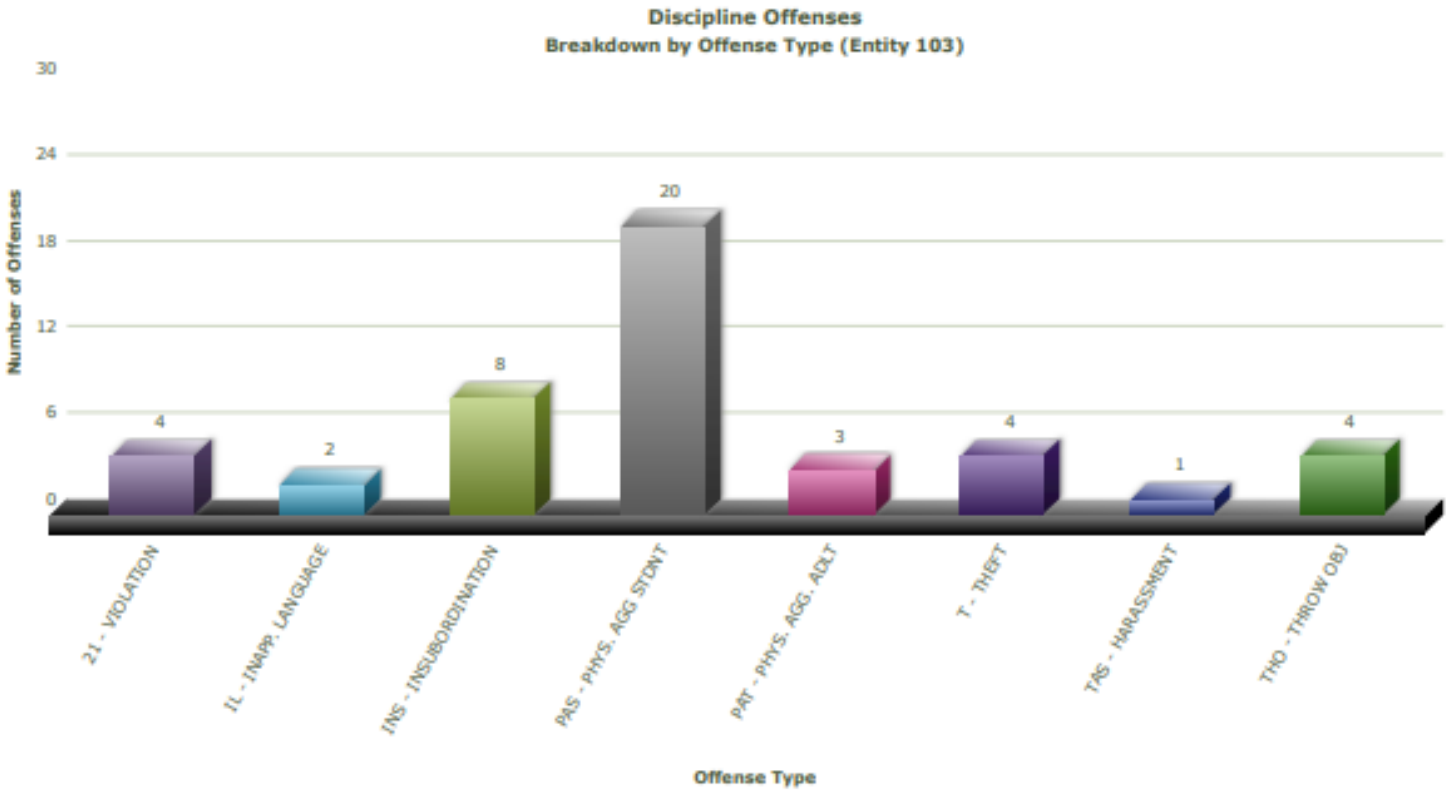
Cottonwood Creek Elementary has a full-time registered nurse on campus and also participated in the statewide student fitness assessment called FitnessGram during the physical education class.

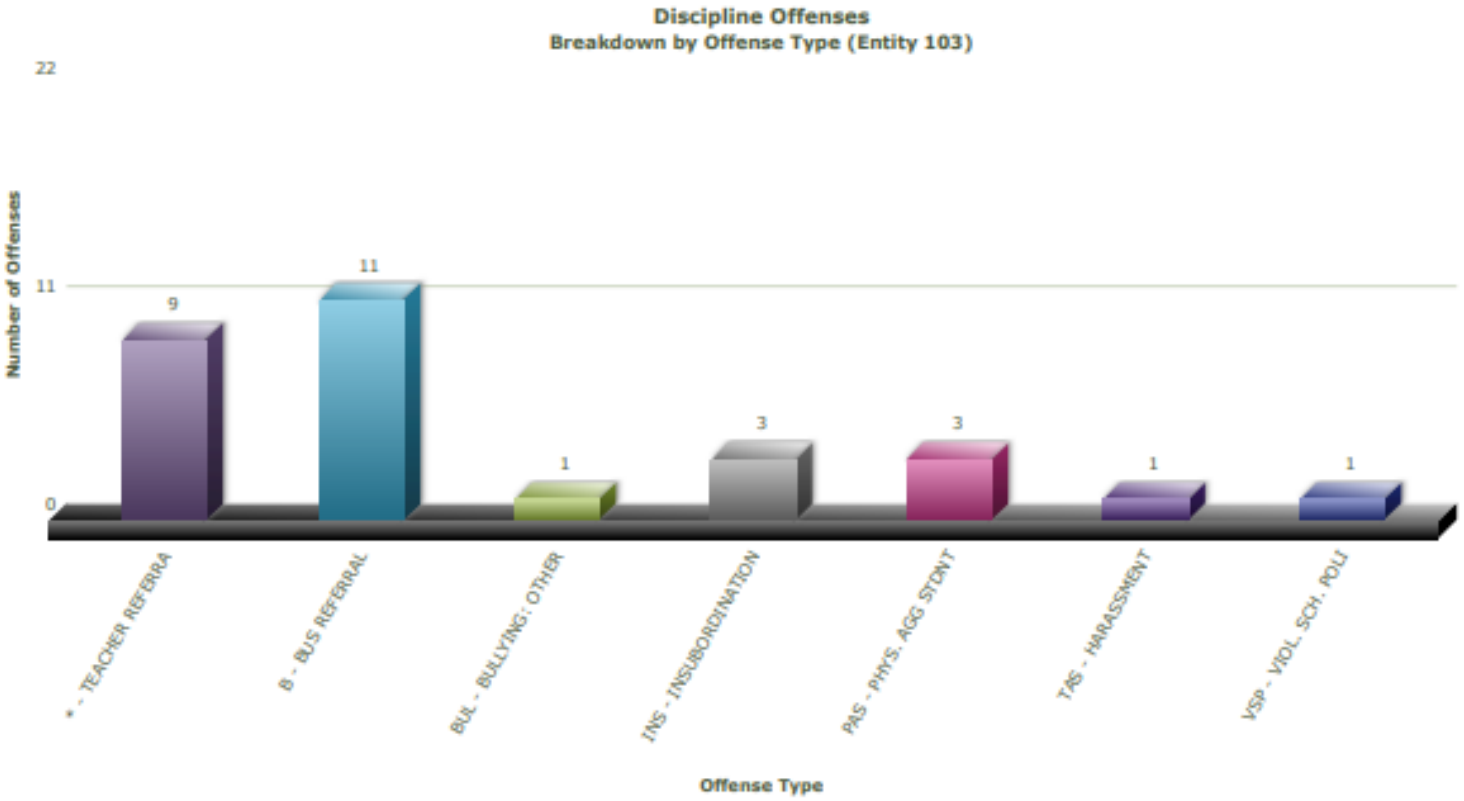
Students also participate in music and art classes as part of the Specials Daily Rotation for students. Students attended Tech Apps twice a week. Students will participate in the Student Council (5th grade), UIL (grades 2-5), Choir (grades 4 and 5), Guitar Club (grades 4 and 5), Robotics (grades 4 and 5), Baile Folklorico (grades 2-5), Sewing Club (grades 4 and 5), Cheer Club (grades 4 and 5), and Gardening Club (1st grade). In addition to these enrichment opportunities, 4th, and 5th graders were given the opportunity to participate weekly after-school accelerated instruction/tutoring to help support students identified under HB4545. 5th grade participated in STAR BASE.

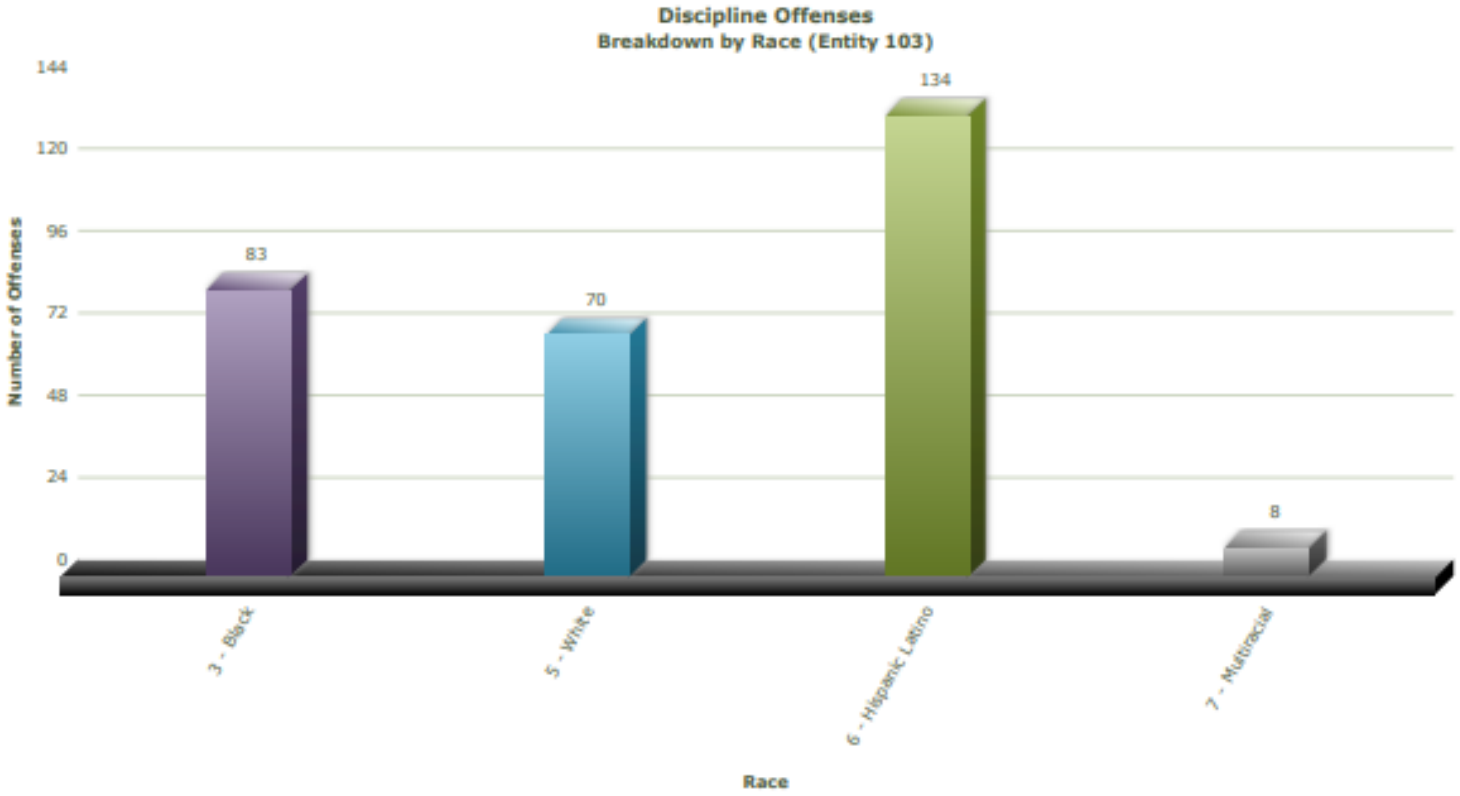
Cottonwood Creek Elementary also has several academic and curriculum structures in place such as planning time for each grade level, community time, Professional Learning Communities (PLCs), Staff Meetings, and Grade Level Meetings. In addition, staff participate in Professional Development (PD) offered through in-district (direct professional development, coaching cycles, and observation and feedback system) and out-of-district options. CCE students had 1:1 access to district Chromebooks throughout the year. The campus continued with the implementation of balanced literacy and balanced math lessons.

The following information includes our discipline data for the school year:


Discipline Offenses
Breakdown by Location (Entity 103)
34
17
0
Number of Offenses
5
4
23
7
5
2
Bus - BUS
Caf - CAFETERIA
Class - CLASSROOM
Hall - HALL
Play - Playground
Unspecified
Location


Discipline Offenses
Breakdown by Offense Type (Entity 103)
Number of Offenses
30
24
18
12
6
0
4
2
8
20
3
4
1
4
21 - VIOLATION
IL - INAPP. LANGUAGE
INS - INSUBORDINATION
PAS - PHYS. AGG STDNT
PAT - PHYS. AGG. ADLT
T - THEFT
TAS - HARASSMENT
THO - THROW OBJ
Offense Type


Discipline Offenses
Breakdown by Offense Type (Entity 103)
22
11
0
Number of Offenses
9
11
1
3
3
1
1
* - TEACHER REFERRA
B - BUS REFERRAL
BUL - BULLYING: OTHER
INS - INSUBORDINATION
PAS - PHYS: AGG STDNT
TAS - HARASSMENT
VSP - VIOL SCH. POLI
Offense Type



School Processes & Programs Strengths

- Teachers are provided opportunities to plan as grade-level teams and collaborate in Professional Learning Communities (PLCs) that are both leadership team-led and grade-level team-led. Staff also participates in staff meetings, and are involved in family events and committee events.
- The data collected through Interim Assessments (Grades 3-5) at the end of each nine-week grading period gives teachers information about where to focus their reteach efforts/ instruction and intervention for the whole group, small group, and individual students. Teachers create Action Plans based on the IA data.
- PLCs are focused on data and the leadership team supports grade-level leads with the tools needed to review data collected in order to guide the next instructional steps.

- PLCs allow time for teachers to discuss the TEKs, analyze data, determine areas of need across the grade levels, discuss plans for the coming weeks, and gather ideas to strengthen instruction.
- Power Hour allowed for time for teachers/interventionists to provide instruction on specific skills that students needed and adjust groups accordingly based on classroom assessments, interim assessment data, and universal screeners.
- The campus is focused on student achievement and the leadership team provided teachers with immediate feedback using the Observation and Feedback system.
- Campus teachers collect writing samples BOY, MOY, and EOY to analyze. EOY samples were turned in for each student at the end of the year.
- Campus teachers utilize and plan with student information housed in the district student information systems (Eduphoria, Screener Systems, Frontline).
- Families are provided many opportunities to participate in events at the campus both during and after school.
- Grade Level Teams are allowed autonomy in getting to select the needs/topics for grade-level team-led meetings.
- Teachers and students have access to Chromebooks and online intervention programs.
- Two full-time interventionists provide support for students in academics. One full-time counselor is available to support student social-emotional needs and support leadership team efforts.
- Students have the opportunity to participate in a variety of activities/committees/groups.
- Data Protocols were provided as guidance tools in the Spring of 2021 and are currently used in Data Meetings led by Grade Level Leads.
- The campus environment is taking shape in reflecting the diversity that exists on the campus. Campus staff has input into a variety of decisions including campus theme, campus improvement planning, committee decisions, and classroom/grade level resource needs.
- Any certified teacher K-3 who had not yet completed 60 hours of Reading Academy participated in completing the program.
- 5th-grade students participated in STAR BASE at Camp Mabry.
- Campus continued the practice of Recess zones for behavior monitoring.
- Campus introduced new after-school clubs based on student feedback i.e. Gardening Club.
- Campus continued HB4545 tutoring.
- The administrative team conducts classroom observations and visits with the intent of providing feedback to staff.
- Student Council surveys of what students wanted to see at the campus were implemented to improve the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-through to address student behavior effectively. **Root Cause:** Community time is not being utilized effectively and purposefully across the campus; teachers do not see the value of the time and skip using the morning time for building community which impact the climate and culture of the campus as a whole.

Problem Statement 2: Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-through to address student behavior effectively. **Root Cause:** Teachers need behavior training in order to learn strategies to address behavior in the classroom at Tier I and Tier II.

Problem Statement 3: Referrals have increased and negative student behavior drives the perception that the campus struggles with behavior systems and lacks discipline follow-

through to address student behavior effectively. **Root Cause:** There is a need to review Restorative Practices, HippoWay Discipline Handbook, and Positive Behavior Intervention Supports (PBIS) as a campus to set up proactive behavior management systems.

Problem Statement 4: Student enrollment numbers continue to rise and physical aggression referrals are increasing yearly. **Root Cause:** Student expectations for unstructured areas needs to be refined; staff has not had PBIS training in over 5 years; teachers need to actively monitor students during unstructured times to ensure a proactive approach to behavior.

Perceptions

Perceptions Summary

During the 2023-2024 School Year, Cottonwood Creek Elementary continued to work with the Parent-Teacher Association (PTA), Hutto Education Foundation (HEF), and campus YMCA Programs.

The PTA is composed of campus staff, parents, and the community. The PTA Board did have most monthly meetings throughout the school year and three general PTA meetings were held at the campus for the 23-24 school year. The PTA supported fundraising efforts which raised over $6,901.47 for our campus. The PTA supported campus-wide events by scheduling volunteers to assist in the events, staff appreciation luncheons, and incentives for membership, luncheon opportunities to support staff needs, classroom teacher donations, decorating campus areas, promoting events for the community such as Trunk or Treat, etc.

Each grade level PK-5 was planned to participate in fine arts, cultural celebrations, holiday observations, events, and performances. Volunteer Programs are available for all community members interested in supporting the campus. Parent Square is used to send out parent notifications of available options to help support community participation throughout the school year.

The Cottonwood Creek Elementary Community was invited to participate in Parent & Family Engagement, Pre-K/K Popsicles Meet and Greet, Beginning of the Year Meet the Teacher, Spirit Nights, Reading Under the Stars, 1st Grade Reading Buddies Adoption Event, Kites at the Creek, Scholastic Book Fairs, Trunk 'O Treat, Veteran's Day, Texas Independence Day, College & Career Fair, Cinco de Mayo, Field Day, Grandparents Week, Lunch With Loved Ones, and Field Trips. CCE participated in food drives and basic school supplies for students were also provided to support learning by our district and maintained by the campus.
Cottonwood Creek.
Elementary utilizes ParentSquare for notifications, Skyward Student Information System (grades, attendance, etc.), campus Newsletters, flyers, phone calls, email blasts, and the school marquee to communicate information to the community. Information sent home to families is always sent home in English and Spanish to allow for better access to information.

The following noticings were made based upon the data collected for 2023-2024 unless otherwise noted: 179 total number of referrals written from August 2023 to May 2024~ the total number includes students with multiple referrals.

2019- 2020 totals were 83
2020-2021 referrals were 24
2022-2023 referrals were 54
2023-2024 referrals were 84
Hispanic students had 26% of the referrals
White students had 21% of the referrals.
African American students had 19% of the referrals
Asian students had less than 1% of the referrals

Multi-racial students had 32% of the referrals
Male students had 78 of the total referrals
Female students had 6 of the total referrals

The referrals were for the following top 8 offenses:
20- Physical Aggression (student to student)
3- Physical Aggression (student to teacher)
4- Theft
1- Harassment
4- Throwing Objects/Destruction
8- Insubordination
2- Inappropriate Language
4- Violation of School Policies

The district is now using TASB to survey staff regarding campus culture and climate.
The Hutto ISD Survey Data 23-24 is added as an addendum to the CNA.

According to the 2023-2024 CCES Parent Survey Report from 6/12/2023,
a total of 44 families participated in the survey.

The following noticings were made about the survey data:

88% of parents agreed their child was safe at school.
100% of parents agreed that the school building is clean and well-maintained.
88% of parents agreed that the office staff is friendly, helpful, and resourceful.
88% of parents are satisfied with their child's academic growth this school year.
87.5% of parents agreed that their students are challenged at school.
85% of parents agreed that the school provides extra help with learning.
75% of parents agreed that their child’s teacher communicates frequently enough.
80% of parents feel that their child's teacher communicates with them enough.
95% of parents agreed that they receive frequent communication from the campus.
83% of parents say that they feel welcome when at CCE.
90% of parents feel that their child receives a reasonable amount of homework.
98% of parents agreed they enjoy attending special events at CCE.
80% of parents agreed they would recommend CCES to others.

An increase in positive parental perception of the campus was noted based on survey data.

Perceptions Strengths

- Cottonwood Creek Elementary continues to offer and plan for a variety of school family events yearly.
- More members enrolled in PTA
- Communication goes out to our families in a variety of ways including newsletters, flyers, electronic communication, and displays usually in two languages (English and Spanish).
- HippoWay Character Education is scheduled to be implemented weekly by classroom teachers every Monday during Community Circles.
- Students are recognized each grading period during awards assemblies for perfect attendance, grades, and character (positive referrals and HippoWay Character Traits).
- Capturing Kids Hearts concepts continue to be implemented and evidence is displayed via social contracts, daily door greetings, and good things/launches in classrooms and meetings.
- Positive Referrals are written by teachers and students are recognized periodically by the Assistant Principal in the office, with parents, and then again during an awards assembly.
- There are many positions (high demand/specialized certification) that offer a stipend to staff members at the campus. There are opportunities for new teachers to participate in district-provided mentoring programs where they are assigned a veteran teacher to support them through the first year at the campus. There is access to an instructional coach who also provides opportunities for teachers to learn and grow professionally through observation and feedback systems.
- In addition, this 2023-2024 school year staff reported during ELT meetings that grade levels had access to making instructional resources decisions for their classrooms and grade levels, and some items requested by grade level teams had been purchased to support classroom instruction in an equitable manner using the grade level wishlist system established by the campus.
- The campus budget is transparent and shared with staff and committees.
- The number of community engagement activities increases each year and promotes opportunities for learning.
- We streamlined parent communication across the campus through the use of ParentSquare and staff uses the system consistently.
- Parent survey participation increased from 5 to 44 families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are over 179 referrals for the 23-24 school year; 89 of those referrals were processes as offenses. The others were processed as time-outs, lunch detentions. **Root Cause:** Campus-wide behavior expectations need to be revisited; teachers need to establish relationship with students and set expectations for student behavior and follow-through with consistent positive and negative consequences. There is a need to reteach behavior by teachers/staff to students to help them develop skills that they are lacking and give students an opportunity to apply skills.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: STAAR results in Reading will increase the percentage of students attaining a 'meets' or higher level.

High Priority

Evaluation Data Sources: Student achievement at "meets" GL standard or above on state assessments for reading will increase:
3rd Reading will increase from 64% approaches to 75% approaches; 37% meets to 45% meets.
4th Reading will increase from 69% approaches to 75% approaches; 54% meets to 60% meets.
5th Reading will increase from 75% approaches to 80% approaches; 40% meets to 50% meets.

Strategy 1 Details
Strategy 1: HMH will be implemented with fidelity across grade levels K-5 to support student learning and provide differentiated instructional support to all students during Tier I instruction. **Strategy's Expected Result/Impact:** Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement. NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5. Report Cards indicate students meeting grade level standards/skills in reading. Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading. **Staff Responsible for Monitoring:** IC GLLs Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Revise Monday grade level PLC agendas/protocols for all grade level PLCs to include a focus on understanding the scope/sequence of the Hutto ISD pacing guide, internalizing the instructional planning guides and lessons, discussing the TEKS and planning for misconceptions, modeling strategies and collaborating on assessments and data-driven decisions.

Strategy's Expected Result/Impact: Campus PLC Rubrics will indicate scores increases from the BOY to EOY. (baseline at the BOY)
Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Report Cards indicate students meeting grade level standards/skills in reading.
Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading.

Staff Responsible for Monitoring: IC
GLLs
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Facilitate and support student agency with the continued practice of using student data binders for grades K-5 that allow students to set their own academic goals and track their own progress on district curriculum, assessment screeners, and/or CBA data.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.
Students take ownership of their own academics and set goals to achieve their goals throughout the
year.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Support teachers to facilitate data analysis meetings after curriculum based assessments for Grades 3-5 and Screener Data/Formative Assessments for Grades PK-2 in order to maintain focus on the Data-Driven Instruction (DDI) process throughout the year.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Data-Driven Instruction (DDI) Agendas and Action Plans will show targeted instructional planning for intervention and enrichment based on data.

Staff Responsible for Monitoring: IC
GLLs
Teachers
Admin

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Offer after school tutorials for students in need of accelerated instruction due to House Bill 1416 state requirements.

Strategy's Expected Result/Impact: Student achievement for reading will increase for the students participating in tutorials. (baseline from individual performance on STAAR, progress monitored 3 times a year-October, January, April)

Staff Responsible for Monitoring: Tutorial Teachers
Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Implement Grade/Progress student meetings with all classroom teachers grades K-5 after progress reports and each grading period to discuss students failing/not meeting grade level expectations/not making progress/attendance concerns and create an action plan for support for the student.

Strategy's Expected Result/Impact: Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.

Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Teachers
Assistant Principals
Admin

Title I:
2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 7 Details

Strategy 7: Implement campus wide non-negotiables for literacy instructional delivery that includes lesson plan structure alignment to the Hutto ISD Literacy Framework, guided reading groups during Tier I, dual language classroom alignment to DALE program 50/50 language model implementation, the sole use of HQIMs including accompanying resources/digital software vetted by the district across all grade levels.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: STAAR results in Math will increase the percentage of students attaining a 'meets' or higher level.

High Priority

Evaluation Data Sources: Student achievement at "meets" GL standard or above on state assessments for math will increase:
3rd Math will increase from 53% approaches to 75% approaches; 23% meets to 45% meets.
4th Math will increase from 66% approaches to 75% approaches; 43% meets to 50% meets.
5th Math will increase from 66% approaches to 75% approaches; 27% meets to 45% meets.

Strategy 1 Details
Strategy 1: Stemscopes Math will be implemented with fidelity across grade levels K-5 to support student learning and provide differentiated instructional support to all students during Tier I instruction. **Strategy's Expected Result/Impact:** Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement. NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5. Report Cards indicate students meeting grade level standards/skills in math. Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in math. **Staff Responsible for Monitoring:** IC GLLs Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Revise Monday grade level PLC agendas/protocols for all grade level PLCs to include a focus on understanding the scope/sequence of the Hutto ISD pacing guide, internalizing the instructional planning guides and lessons, discussing the TEKS and planning for misconceptions, modeling strategies and collaborating on assessments and data-driven decisions.

Strategy's Expected Result/Impact: Campus PLC Rubrics will indicate scores increases from the BOY to EOY. (baseline at the BOY)
Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in math.
Grade Level Learning Walks

Staff Responsible for Monitoring: IC
GLLs
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Facilitate and support student agency with the continued practice of using student data binders for grades K-5 that allow students to set their own academic goals and track their own progress on district curriculum, assessment screeners, and/or CBA data.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.
Students take ownership of their own academics and set goals to achieve their goals throughout the
year.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Support teachers to facilitate data analysis meetings after curriculum based assessments for Grades 3-5 and Screener Data/Formative Assessments for Grades PK-2 in order to maintain focus on the Data-Driven Instruction (DDI) process throughout the year.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Data-Driven Instruction (DDI) Agendas and Action Plans will show targeted instructional planning for intervention and enrichment based on data.

Staff Responsible for Monitoring: IC
GLLs
Teachers
Admin

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Offer after school tutorials for students in need of accelerated instruction due to House Bill 1416 state requirements.

Strategy's Expected Result/Impact: Student achievement for reading will increase for the students participating in tutorials. (baseline from individual performance on STAAR, progress monitored 3 times a year-October, January, April)

Staff Responsible for Monitoring: Tutorial Teachers
Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Implement Grade/Progress student meetings with all classroom teachers grades K-5 after progress reports and each grading period to discuss students failing/not meeting grade level expectations/not making progress/attendance concerns and create an action plan for support for the student.

Strategy's Expected Result/Impact: Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.

Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Teachers
Assistant Principals
Admin

Title I:
2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 7 Details

Strategy 7: Implement campus wide non-negotiables for math instructional delivery that includes the use of math manipulatives, guided math groups, lesson plan structure alignment to HISD Numeracy plan, use of HQIMs across all grade levels.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: STAAR results in Science will increase the percentage of students attaining a 'meets' or higher level.

High Priority

Evaluation Data Sources: Student achievement at "meets" GL standard or above on state assessments for science will increase:
5th Math will increase from 45% approaches to 65% approaches; 11% meets to 25% meets.

Strategy 1 Details
Strategy 1: Texas Science will be implemented with fidelity across grade levels K-5 to support student learning and provide differentiated instructional support to all students during Tier I instruction. **Strategy's Expected Result/Impact:** Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement. Report Cards indicate students meeting grade level standards/skills in science. Curriculum Learning Walks data indicate that teachers are using HQIMs with fidelity in science. **Staff Responsible for Monitoring:** IC GLLs Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Cottonwood Creek Elementary staff will receive science training over a variety of key concepts including using the Texas Science resources and curriculum, science TEKS updates/changes (SEPs, RTCs, and Content TEKS), Interactive Word Walls, Rigorous Interactive Science Notebooks- "InRigorating", 5 E Lesson Plan Model, Planning and Internalizing Lessons, Preparing for Labs/Hands-On Investigations, Foldables, Differentiating using our Texas Science curriculum and StemProjects, Setting up STEAM stations, using Science data reports & assessing using Canva in order to promote a proficiency with instructional practices and support student engagement and learning outcomes.

Strategy's Expected Result/Impact: Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.
Report Cards indicate students meeting grade level standards/skills in science.
Curriculum Learning Walks data indicate that teachers are using HQIMs with fidelity in science.

Staff Responsible for Monitoring: IC
Science teachers
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Elementary students K-5 will participate in science lab experiences/investigations in science instruction for at least the following percentages of instructional time in elementary grades:

Grades K-1: 80%
Grades 2-3: 60%
Grades 4-5: 50%
to enhance their comprehension and deepen their understanding of science concepts.

Strategy's Expected Result/Impact: Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.
Report Cards indicate students meeting grade level standards/skills in science.
Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in science.

Staff Responsible for Monitoring: IC
Science teachers
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Connect high school to career and college
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Facilitate and support student agency with the continued practice of using student data binders for grades K-5 that allow students to set their own academic goals and track their own progress on district curriculum, assessment screeners, and/or CBA data.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.
Students take ownership of their own academics and set goals to achieve their goals throughout the
year.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Support teachers to facilitate data analysis meetings after curriculum based assessments for Grades 3-5 and Screener Data/Formative Assessments for Grades PK-2 in order to maintain focus on the Data-Driven Instruction (DDI) process throughout the year.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Data-Driven Instruction (DDI) Agendas and Action Plans will show targeted instructional planning for intervention and enrichment based on data.

Staff Responsible for Monitoring: IC
GLLs
Teachers
Admin

Title I:
2.4, 2.5, 2.6

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Implement Grade/Progress student meetings with all classroom teachers grades K-5 after progress reports and each grading period to discuss students failing/not meeting grade level expectations/not making progress/attendance concerns and create an action plan for support for the student.

Strategy's Expected Result/Impact: Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.

Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Teachers
Assistant Principals
Admin

Title I:
2.6
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 7 Details

Strategy 7: Implement campus wide recommendations for science instructional delivery such as small groups focusing on TEKs and common formative assessments data to review, reinforce, and extend skills and concepts; the use of HQIMs and the Texas Science/District-Vetted Resources; and Science Lab Experiences and Materials throughout all grade levels.

Strategy's Expected Result/Impact: Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 1: (1.2.1) CCMR opportunities for engagement and exposure to college, career, and military pathways in grades PK-5 will increase.

Evaluation Data Sources: College, Career, or Military ready opportunities will increase from 1 a year to at least 10 meaningful connections per year.

Strategy 1 Details
Strategy 1: Invite monthly presenters to visit the campus to promote college, career, or military pathways for students. Grade levels would be visited at least 1 time each year, in addition to participating in the campus College and Career Fair held in the spring. **Strategy's Expected Result/Impact:** Promote awareness of college, career, and military pathways in all students grades PK-5. **Staff Responsible for Monitoring:** Counselors Counseling Committee Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 2: Writing quality will increase for all students in grades 1-5 including an increase in the number of students making rubric progress throughout the school year.

Evaluation Data Sources: Campus Writing Rubrics
Student Writing Submissions/Collections

Strategy 1 Details
Strategy 1: Grade level lead teachers in grades K-5 will lead PLCs to analyze writing samples at least three times a year to calibrate teacher understandings of effective writing expectations, and to examine student growth in writing over time for their grade levels. The campus will continue to focus on daily writing, organizing the collection of writing, using mentor texts, sentence stems, writing across the curriculum, and identifying the next steps for growing writers (using rubrics). **Strategy's Expected Result/Impact:** Campus Writing Rubrics will show an increase in the number of students who are making progress each writing collection period. Campus Writing Rubrics will show an increase in the percentage of students writing quality for each class grades 1-5. Student Writing Submissions/Collections **Staff Responsible for Monitoring:** IC GLLs Classroom Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Implement writing strategies such as embedding writing opportunities across content areas, the use of sentence stems, the RACE strategy and using grade level agreed-upon criteria during instruction to promote writing models and improve the quality of writing in grades K-5. **Strategy's Expected Result/Impact:** Walkthrough data and lesson observation will show evidence of writing strategies. Analysis of writing samples will generate action plans with next steps in writing planning for students. Evidence of the use of RACE Strategy, Sentence Stems in Lessons and Writing Prompts **Staff Responsible for Monitoring:** IC Teachers GLLs **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 1: (1.3.1) Students in grades 1- 3 will increase the percentage of students achieving grade-level readiness in literacy on NWEA MAP.

High Priority

Evaluation Data Sources: The number of students at grade-level readiness in literacy will increase from one progress measure period to the next for each grade level on the NWEA MAP STAAR reading. The grade level EOY target is to have at least 70% of all students in each grade level 1-3 achieving grade-level readiness in literacy.

Strategy 1 Details
Strategy 1: HMH will be implemented with fidelity across grade levels K-5 to support student learning and provide differentiated instructional support to all students during Tier I instruction. **Strategy's Expected Result/Impact:** Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement. NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5. Report Cards indicate students meeting grade level standards/skills in reading. Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading. **Staff Responsible for Monitoring:** IC GLLs Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Revise Monday grade level PLC agendas/protocols for all grade level PLCs to include a focus on understanding the scope/sequence of the Hutto ISD pacing guide, internalizing the instructional planning guides and lessons, discussing the TEKS and planning for misconceptions, modeling strategies and collaborating on assessments and data-driven decisions.

Strategy's Expected Result/Impact: Campus PLC Rubrics will indicate scores increases from the BOY to EOY. (baseline at the BOY)
Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Report Cards indicate students meeting grade level standards/skills in reading.
Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading.

Staff Responsible for Monitoring: IC
GLLs
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Facilitate and support student agency with the continued practice of using student data binders for grades K-5 that allow students to set their own academic goals and track their own progress on district curriculum, assessment screeners, and/or CBA data.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.
Students take ownership of their own academics and set goals to achieve their goals throughout the
year.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Support teachers to facilitate data analysis meetings after curriculum based assessments for Grades 3-5 and Screener Data/Formative Assessments for Grades PK-2 in order to maintain focus on the Data-Driven Instruction (DDI) process throughout the year.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Data-Driven Instruction (DDI) Agendas and Action Plans will show targeted instructional planning for intervention and enrichment based on data.

Staff Responsible for Monitoring: IC
GLLs
Teachers
Admin

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Offer after school tutorials for students in need of accelerated instruction due to House Bill 1416 state requirements.

Strategy's Expected Result/Impact: Student achievement for reading will increase for the students participating in tutorials. (baseline from individual performance on STAAR, progress monitored 3 times a year-October, January, April)

Staff Responsible for Monitoring: Tutorial Teachers
Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Implement Grade/Progress student meetings with all classroom teachers grades K-5 after progress reports and each grading period to discuss students failing/not meeting grade level expectations/not making progress/attendance concerns and create an action plan for support for the student.

Strategy's Expected Result/Impact: Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.

Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Teachers
Assistant Principals
Admin

Title I:
2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 7 Details

Strategy 7: Implement campus wide non-negotiables for literacy instructional delivery that includes lesson plan structure alignment to the Hutto ISD Literacy Framework, guided reading groups during Tier I, dual language classroom alignment to DALE program 50/50 language model implementation, the sole use of HQIMs including accompanying resources/digital software vetted by the district across all grade levels.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, in collaboration with the campus interventionist and instructional aide, focusing on closing achievement gaps and supporting student progress.

Strategy's Expected Result/Impact: Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.

Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Interventionist
Administrators

Title I:
2.4, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 2: Students in grades 1- 3 will increase the percentage of students achieving grade-level readiness in math on NWEA MAP.

High Priority

Evaluation Data Sources: The number of students at grade-level readiness in math will increase from one progress measure period to the next for each grade level on the NWEA MAP STAAR reading. The grade level EOY target is to have at least 70% of all students in each grade level 1-3 achieving grade-level readiness in math.

Strategy 1 Details
Strategy 1: Stemscopes Math will be implemented with fidelity across grade levels K-5 to support student learning and provide differentiated instructional support to all students during Tier I instruction. **Strategy's Expected Result/Impact:** Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement. NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5. Report Cards indicate students meeting grade level standards/skills in math. Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in math. **Staff Responsible for Monitoring:** IC GLLs Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Revise Monday grade level PLC agendas/protocols for all grade level PLCs to include a focus on understanding the scope/sequence of the Hutto ISD pacing guide, internalizing the instructional planning guides and lessons, discussing the TEKS and planning for misconceptions, modeling strategies and collaborating on assessments and data-driven decisions.

Strategy's Expected Result/Impact: Campus PLC Rubrics will indicate scores increases from the BOY to EOY. (baseline at the BOY)
Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in math.
Grade Level Learning Walks

Staff Responsible for Monitoring: IC
GLLs
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Facilitate and support student agency with the continued practice of using student data binders for grades K-5 that allow students to set their own academic goals and track their own progress on district curriculum, assessment screeners, and/or CBA data.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.
Students take ownership of their own academics and set goals to achieve their goals throughout the
year.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Support teachers to facilitate data analysis meetings after curriculum based assessments for Grades 3-5 and Screener Data/Formative Assessments for Grades PK-2 in order to maintain focus on the Data-Driven Instruction (DDI) process throughout the year.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Data-Driven Instruction (DDI) Agendas and Action Plans will show targeted instructional planning for intervention and enrichment based on data.

Staff Responsible for Monitoring: IC
GLLs
Teachers
Admin

Title I:
2.4, 2.5, 2.6
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Offer after school tutorials for students in need of accelerated instruction due to House Bill 1416 state requirements.

Strategy's Expected Result/Impact: Student achievement for reading will increase for the students participating in tutorials. (baseline from individual performance on STAAR, progress monitored 3 times a year-October, January, April)

Staff Responsible for Monitoring: Tutorial Teachers
Administrators

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Implement Grade/Progress student meetings with all classroom teachers grades K-5 after progress reports and each grading period to discuss students failing/not meeting grade level expectations/not making progress/attendance concerns and create an action plan for support for the student.

Strategy's Expected Result/Impact: Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.

Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Teachers
Assistant Principals
Admin

Title I:
2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 7 Details

Strategy 7: Implement campus wide non-negotiables for math instructional delivery that includes the use of math manipulatives, guided math groups, lesson plan structure alignment to HISD Numeracy plan, use of HQIMs across all grade levels.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 3: (1.3.3) Students in Kindergarten will increase the percentage of students attaining grade level readiness on MClass.

High Priority

Evaluation Data Sources: Kindergarten percentage of student attaining grade level readiness on MClass will be at least 80% by the EOY.

Strategy 1 Details
Strategy 1: HMH will be implemented with fidelity across grade levels K-5 to support student learning and provide differentiated instructional support to all students during Tier I instruction. **Strategy's Expected Result/Impact:** Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement. NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5. Report Cards indicate students meeting grade level standards/skills in reading. Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading. **Staff Responsible for Monitoring:** IC GLLs Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Revise Monday grade level PLC agendas/protocols for all grade level PLCs to include a focus on understanding the scope/sequence of the Hutto ISD pacing guide, internalizing the instructional planning guides and lessons, discussing the TEKS and planning for misconceptions, modeling strategies and collaborating on assessments and data-driven decisions.

Strategy's Expected Result/Impact: Campus PLC Rubrics will indicate scores increases from the BOY to EOY. (baseline at the BOY)
Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Report Cards indicate students meeting grade level standards/skills in reading.
Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading.

Staff Responsible for Monitoring: IC
GLLs
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Facilitate and support student agency with the continued practice of using student data binders for grades K-5 that allow students to set their own academic goals and track their own progress on district curriculum, assessment screeners, and/or CBA data.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.
Students take ownership of their own academics and set goals to achieve their goals throughout the
year.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Support teachers to facilitate data analysis meetings after curriculum based assessments for Grades 3-5 and Screener Data/Formative Assessments for Grades PK-2 in order to maintain focus on the Data-Driven Instruction (DDI) process throughout the year.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Data-Driven Instruction (DDI) Agendas and Action Plans will show targeted instructional planning for intervention and enrichment based on data.

Staff Responsible for Monitoring: IC
GLLs
Teachers
Admin

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Implement campus wide non-negotiables for literacy instructional delivery that includes lesson plan structure alignment to the Hutto ISD Literacy Framework, guided reading groups during Tier I, dual language classroom alignment to DALE program 50/50 language model implementation, the sole use of HQIMs including accompanying resources/digital software vetted by the district across all grade levels.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 1: (1.4.1) Student overall engagement scores will increase on student surveys.

Evaluation Data Sources: Administer student engagement and belonging survey to establish baseline positive perceptions of school experience.

Strategy 1 Details
Strategy 1: We will use information collected about our students through the book study on The Five Love Languages of Children by Gary Chapman and Ross Campbell to build awareness about our students. **Strategy's Expected Result/Impact:** Teachers will build relationships with students by first identifying their love languages and using that data to connect with students. Student behavior will continue to be positive overall at the campus. **Staff Responsible for Monitoring:** Admin Counselor Teachers **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Implement instructional student engagement strategies across all classrooms K-5 such as Kaagan and ESL strategies that promote communication, literacy, oracy, and social skills in order to impact positive overall experiences with learning. **Strategy's Expected Result/Impact:** Student overall engagement scores will increase in student surveys at the EOY. **Staff Responsible for Monitoring:** Teachers GLLs IC Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Attendance goals and incentives for students will be created, shared with families and students and implemented in all grade levels. Incentives will include recognizing perfect attendance at recognition ceremonies every nine weeks, holding frequent atten"dance" moments across the campus.
Attendance incentives for teachers will include an attendance pin, teacher picture, and posting on social media every nine weeks.

Strategy's Expected Result/Impact: The number of students and staff earning incentives will increase throughout the year. Reaching goal set for the campus each 9 weeks.

Staff Responsible for Monitoring: Administrators
PEIMS clerk
Campus secretary

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 2: (1.4.2) Special education students attaining meets or higher will increase in reading and math on STAAR assessment (Domain 3).

Strategy 1 Details
Strategy 1: HMH will be implemented with fidelity across grade levels K-5 to support student learning and provide differentiated instructional support to all students during Tier I instruction. **Strategy's Expected Result/Impact:** Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement. NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5. Report Cards indicate students meeting grade level standards/skills in reading. Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading. **Staff Responsible for Monitoring:** IC GLLs Admin **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Revise Monday grade level PLC agendas/protocols for all grade level PLCs to include a focus on understanding the scope/sequence of the Hutto ISD pacing guide, internalizing the instructional planning guides and lessons, discussing the TEKS and planning for misconceptions, modeling strategies and collaborating on assessments and data-driven decisions.

Strategy's Expected Result/Impact: Campus PLC Rubrics will indicate scores increases from the BOY to EOY. (baseline at the BOY)
Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Report Cards indicate students meeting grade level standards/skills in reading.
Curriculum Learning Walks data indicate that 100% of teachers are using HQIMs with fidelity in reading.

Staff Responsible for Monitoring: IC
GLLs
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Facilitate and support student agency with the continued practice of using student data binders for grades K-5 that allow students to set their own academic goals and track their own progress on district curriculum, assessment screeners, and/or CBA data.

Strategy's Expected Result/Impact: All students in grades K-5 will have a student data folder/binder that shows their own individual progress over time.
Students take ownership of their own academics and set goals to achieve their goals throughout the
year.
NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.

Staff Responsible for Monitoring: Teachers
IC
Admin

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Support teachers to facilitate data analysis meetings after curriculum based assessments for Grades 3-5 and Screener Data/Formative Assessments for Grades PK-2 in order to maintain focus on the Data-Driven Instruction (DDI) process throughout the year.

Strategy's Expected Result/Impact: NWEA MAP STAAR data will show that the number of students meeting expectations at each grade level is increasing each assessment period for grades 1-5.
Data-Driven Instruction (DDI) Agendas and Action Plans will show targeted instructional planning for intervention and enrichment based on data.

Staff Responsible for Monitoring: IC
GLLs
Teachers
Admin

Title I:
2.4, 2.5, 2.6
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Offer after school tutorials for students in need of accelerated instruction due to House Bill 1416 state requirements.

Strategy's Expected Result/Impact: Student achievement for reading will increase for the students participating in tutorials. (baseline from individual performance on STAAR, progress monitored 3 times a year-October, January, April)

Staff Responsible for Monitoring: Tutorial Teachers
Administrators

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Implement Grade/Progress student meetings with all classroom teachers grades K-5 after progress reports and each grading period to discuss students failing/not meeting grade level expectations/not making progress/attendance concerns and create an action plan for support for the student.

Strategy's Expected Result/Impact: Reading CBA data show that at least 70% of all students in grades 3-5 are at meeting district expectations for achievement.

Math CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Science CBA data show that at least 65% of all students in grades 3-5 are at meeting district expectations for achievement.

Staff Responsible for Monitoring: Teachers
Assistant Principals
Admin

Title I:
2.6

- TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 1: Strong School Leadership and Planning

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 3: (1.4.3) Campus discretionary discipline referrals will decrease for all student populations.

Evaluation Data Sources: Skyward discipline reports will decrease by at least 10% from 189 referrals to under 170 referrals, even with the rise of student enrollment for the new school year.

Strategy 1 Details
Strategy 1: HippoWay Committee purpose will be refined to include providing feedback on the implementation of positive behavior support systems including PBIS, CHAMPS, the HippoWay, and Restorative Practices. **Strategy's Expected Result/Impact:** Staff implementation of researched-based practices will lead to proactive responses to behavior and effective classroom management that supports students and staff culture and climate. Skyward discipline reports will decrease by at least 10% from 189 referrals to under 170 referrals, even with the rise of student enrollment for the new school year. **Staff Responsible for Monitoring:** HippoWay Committee Members Classroom Teachers Admin **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: CCE staff will use the campus discipline handbook to promote a positive culture in their classrooms. The discipline handbook will include proactive approaches to address and manage behavior in the classroom. **Strategy's Expected Result/Impact:** Completion and Training of the Campus Discipline Handbook. Decrease in the number of student referrals. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Provide staff training and implementation guidance for CHAMPS to include products such as posters/expectations for classroom student behavior, practice of strategy, observation of model teachers in order to support overall positive and proactive approaches to student discipline.

Strategy's Expected Result/Impact: Staff implementation of researched-based practices will lead to proactive responses to behavior and effective classroom management that supports students and staff culture and climate.

Staff Responsible for Monitoring: Admin
GLLs
IC

Title I:
2.6
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 4: Ensure a comprehensive district mental health approach with a consistent counseling curriculum and program guidelines.

Evaluation Data Sources: Fitness Gram
Observational Data
Counselor Data

Strategy 1 Details
Strategy 1: Students will participate in physical fitness assessments in grades three to grade five to set a goal for their physical fitness levels and monitor their progress to improve their physical fitness levels. **Strategy's Expected Result/Impact:** Improvement in physical fitness levels from the BOY to EOY **Staff Responsible for Monitoring:** PE Staff Administrators **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

Goal 5: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 1: (2.2.3) Use staff surveys and data sources including teacher observation and feedback, culture surveys, staff learning walks, PLC rubrics, and student surveys to assess, monitor, and increase grade level, department, and campus culture.

High Priority

Evaluation Data Sources: Campus surveys to increase feedback participation from 75% to 100%.
Observation and feedback data that shows 100% of teachers implement feedback.
Campus EOY culture survey percentages of staff satisfaction will increase by at least 15% across all questions from prior year results.
Staff learning walk surveys will indicate that staff reports a positive impact on their learning/teaching through participation in learning walks.
Student surveys in grades K-5 will indicate at least 80% of students in all grade levels have had an overall positive experience in attending the school.

Strategy 1 Details
Strategy 1: In order to support staff culture and climate, the campus will offer staff meetings focused on building relationships with and among staff at least once a month on a variety of topics and/or give staff an opportunity to form positive relationships with others. **Strategy's Expected Result/Impact:** Improvement in staff survey results for job satisfaction. Increase in opportunities for staff time to connect with each other. Campus EOY culture survey percentages of staff satisfaction will increase by at least 15% across all questions from prior year results. **Staff Responsible for Monitoring:** Admin Social Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Campus teachers will participate and lead Professional Learning Communities (PLC) focused on a variety of topics including grade level meetings, data-driven instructional planning, Learning Walks/Classroom visits, and professional development. Some of the PLC topics will be presented in flip-classroom style to allow teachers options for differentiating their learning needs including when and how they receive the information.

Strategy's Expected Result/Impact: Improvement in staff survey results for job satisfaction.
Increase in opportunities for staff time to connect with each other.
Campus EOY culture survey percentages of staff satisfaction will increase by at least 15% across all questions from prior year results.
Lessen the amount of PLCs meetings that staff have to attend based on the topic presented and staff experience level/expertise with the topic

Staff Responsible for Monitoring: Admin
IC
Teachers

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 5: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 2: Implement research-based practices including implementing Positive Behavioral Interventions and Supports (PBIS), CHAMPS, Classroom Management Plans, and Restorative Practices for supporting students' behavioral, academic, social, emotional, and mental health with the end goal of improving school and staff culture, climate, effectiveness.

Evaluation Data Sources: PBIS evaluation rubrics and observational data, Region 13.
CHAMPS implementation observation data

Strategy 1 Details
Strategy 1: HippoWay Committee purpose will be refined to include providing feedback on the implementation of positive behavior support systems including PBIS, CHAMPS, the HippoWay, and Restorative Practices. **Strategy's Expected Result/Impact:** Staff implementation of researched-based practices will lead to proactive responses to behavior and effective classroom management that supports students and staff culture and climate. Skyward discipline reports will decrease by at least 10% from 189 referrals to under 170 referrals, even with the rise of student enrollment for the new school year. **Staff Responsible for Monitoring:** HippoWay Committee Members Classroom Teachers Admin **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: CCE staff will use the campus discipline handbook to promote a positive culture in their classrooms. The discipline handbook will include proactive approaches to address and manage behavior in the classroom. **Strategy's Expected Result/Impact:** Completion and Training of the Campus Discipline Handbook. Decrease in the number of student referrals. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Provide staff training and implementation guidance for CHAMPS to include products such as posters/expectations for classroom student behavior, practice of strategy, observation of model teachers in order to support overall positive and proactive approaches to student discipline.

Strategy's Expected Result/Impact: Staff implementation of researched-based practices will lead to proactive responses to behavior and effective classroom management that supports students and staff culture and climate.

Staff Responsible for Monitoring: Admin
GLLs
IC

Title I:
2.6
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 5: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 3: (2.1.2) Optimize screening and hiring processes to hire certified teachers early

Evaluation Data Sources: Teacher Hiring Data/Job Fair Attendance
Campus Teacher Retention Data

Strategy 1 Details
Strategy 1: Generate interest in Hutto ISD and campus positions in order to recruit potential candidates for hire by attending job fairs, reaching out to a variety of teacher preparation programs, and social media communication. **Strategy's Expected Result/Impact:** 100% of all classrooms will be staffed with certified teachers and teachers in the process of obtaining certifications through alternative programs **Staff Responsible for Monitoring:** Administrators **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing

Goal 6: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 1: (2.3.1) Implement a goal-oriented evaluation system that focuses on Hutto ISD four-cornerstones of success, which include 1- Efficient and Positive Classroom Management, 2- Positive Teacher and Student Relationships, 3-Aligned and Rigorous Learning Objectives, and 4- Rigorous and Engaging Teacher Model.

Evaluation Data Sources: Campus cornerstone evaluation tool data.
Observation and feedback data that shows 100% of teachers implement feedback.

Strategy 1 Details
Strategy 1: Communicate, Train, and Review expectations regarding the 4 cornerstones with a focus on Cornerstone 1. By end of August, 75% of teachers will be rated proficient on Cornerstone 1. **Strategy's Expected Result/Impact:** Cornerstone Rubric Evidence at 75% by end of August 2024. **Staff Responsible for Monitoring:** GLLs IC Admin **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: Communicate, Train, and Review expectations regarding the 4 cornerstones with a focus on Cornerstone 2. By the end of the 3rd week of September, 75% of teachers will be rated proficient on Cornerstone 2. **Strategy's Expected Result/Impact:** Cornerstone Rubric Evidence at 75% by end of September 2024. **Staff Responsible for Monitoring:** GLLs IC Admin **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Communicate, Train, and Review expectations regarding the 4 cornerstones with a focus on Cornerstone 3. By second week of October, 75% of teachers will be rated proficient on Cornerstone 3.

Strategy's Expected Result/Impact: Cornerstone Rubric Evidence at 75% by end of October 2024.

Staff Responsible for Monitoring: GLLs
IC
Admin

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Communicate, Train, and Review expectations regarding the 4 cornerstones with a focus on Cornerstone 4. By end of October, 75% of teachers will be rated proficient on Cornerstone 4.

Strategy's Expected Result/Impact: Cornerstone Rubric Evidence at 75% by end of October 2024.

Staff Responsible for Monitoring: GLLs
IC
Admin

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 7: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1: (3.1.1) Increase the number of high-level engagement activities hosted by the campus (utilizing a rubric of high-level engagement for parents).

High Priority

Evaluation Data Sources: Documentation of offering at least 4 high-level engagement and learning opportunities for parents.

Strategy 1 Details
Strategy 1: Cottonwood Creek will implement the Latino Literacy Program at least once per year to provide support for literacy-based practices and connections from school to home. **Strategy's Expected Result/Impact:** Increase in parent involvement at home to support student literacy development **Staff Responsible for Monitoring:** Latino Literacy staff members Admin **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Create opportunities for families to feel connected to the school/staff and empowered through scheduled family learning events, including Coffee Chats and Open House, Literacy Nights, focused on a variety of topics.

Strategy's Expected Result/Impact: Family Nights Documentation/Sign-In Sheets.
Title I Documentation

Community Survey will indicate that families feel connected and valued at the campus:
Increase parent positive perception survey data for the following
"I am satisfied with my child's academic growth this school year." 86% to 90%
"The school provides extra help, learning and support when needed." 88% to 90%
"Teachers keep me informed about how my child is doing in school." 74% to 90%
"My child receives a reasonable amount of homework." 80% to 90%
"I would recommend CCES to others." 80% to 90%

All other questions surveyed will maintain at 90% or above; target goal of at least 25% of campus families responding or 200 responses. (23-24 had 116 responses)

Staff Responsible for Monitoring: Admin
IC
Teachers
Secretary

Title I:
4.1, 4.2
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 3 Details

Strategy 3: Creation and incorporation of a community mural into the campus environment that reflects the values of the campus and the diversity and demographics of the campus.

Strategy's Expected Result/Impact: More welcoming environment for all diverse populations felt upon entry to the campus/office.
Increase in perception data for culture and climate.
Celebrate diversity, inclusion, and equity across the campus.

Staff Responsible for Monitoring: Admin
Art Teacher
IC

ESF Levers:
Lever 3: Positive School Culture

Goal 7: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 2: (3.1.2) Parent perception campus-created survey will show an increase in parent/guardian satisfaction with the campus in the areas of academic growth perception, learning support, teacher communication, school-home connection, and overall recommendation of the campus to others.

Evaluation Data Sources: Increase parent positive perception survey data:
"I am satisfied with my child's academic growth this school year." 86% to 90%
"The school provides extra help, learning and support when needed." 88% to 90%
"Teachers keep me informed about how my child is doing in school." 74% to 90%
"My child receives a reasonable amount of homework." 80% to 90%
"I would recommend CCES to others." 80% to 90%

All other questions surveyed will maintain at 90% or above; target goal of at least 25% of campus families responding or 200 responses. (23-24 had 116 responses)

Strategy 1 Details
Strategy 1: Cottonwood Creek will implement the Latino Literacy Program at least once per year to provide support for literacy-based practices and connections from school to home. **Strategy's Expected Result/Impact:** Increase in parent involvement at home to support student literacy development **Staff Responsible for Monitoring:** Latino Literacy staff members Admin **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Create opportunities for families to feel connected to the school/staff and empowered through scheduled family learning events, including Coffee Chats and Open House, Literacy Nights, focused on a variety of topics.

Strategy's Expected Result/Impact: Family Nights Documentation/Sign-In Sheets.
Title I Documentation

Community Survey will indicate that families feel connected and valued at the campus:
Increase parent positive perception survey data for the following
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"The school provides extra help, learning and support when needed." 88% to 90%
"Teachers keep me informed about how my child is doing in school." 74% to 90%
"My child receives a reasonable amount of homework." 80% to 90%
"I would recommend CCES to others." 80% to 90%

All other questions surveyed will maintain at 90% or above; target goal of at least 25% of campus families responding or 200 responses. (23-24 had 116 responses)

Staff Responsible for Monitoring: Admin
IC
Teachers
Secretary

Title I:
4.1, 4.2
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 3 Details

Strategy 3: Creation and incorporation of a community mural into the campus environment that reflects the values of the campus and the diversity and demographics of the campus.

Strategy's Expected Result/Impact: More welcoming environment for all diverse populations felt upon entry to the campus/office.
Increase in perception data for culture and climate.
Celebrate diversity, inclusion, and equity across the campus.

Staff Responsible for Monitoring: Admin
Art Teacher
IC

ESF Levers:
Lever 3: Positive School Culture

Goal 8: (3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase student experiences through their participation in the school mentoring program, student council, and other community opportunities.

Evaluation Data Sources: Increase % of students participating in the district mentoring program.
Increase the number of students participating in student council (from 12 to 20) and the number of community opportunities for engagement from 5 to 10; two of those opportunities to extend into the community throughout organization/outreach efforts.

Strategy 1 Details
Strategy 1: Create and Implement a student mentoring program in order to support student positive experiences and community. **Strategy's Expected Result/Impact:** Student access to quality mentors to support academic and SEL needs. Increase in student perception about engagement and feeling of belonging on EOY survey compared to prior year. **Staff Responsible for Monitoring:** Counselors Admin **Title I:** 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Increase enrollment of student council participation by promoting the council and the impact that it has on our campus and community through direct student presentations and awareness building initiatives such as posters, stickers, active school and community involvement. **Strategy's Expected Result/Impact:** Increase the number of students participating in student council (from 12 to 20) and the number of community opportunities for engagement from 5 to 10; two of those opportunities to extend into the community throughout organization/outreach efforts. **Staff Responsible for Monitoring:** Student Council Sponsor Admin **Title I:** 4.1, 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 8: (3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: (3.2.2) Expand strategic access to resources as a result of community partnerships and engagement.

High Priority

Evaluation Data Sources: Community partnerships log documenting the number of community partnerships/businesses/organizations that have partnered with the school to support family/student engagement.

Log of volunteer hours, PTA donations, or supplies allocated to CCES from various community partners.

This will be a baseline year for this data collection.

Strategy 1 Details
Strategy 1: Invite monthly presenters to visit the campus to promote college, career, or military pathways for students. Grade levels would be visited at least 1 time each year, in addition to participating in the campus College and Career Fair held in the spring. **Strategy's Expected Result/Impact:** Promote awareness of college, career, and military pathways in all students grades PK-5. **Staff Responsible for Monitoring:** Counselors Counseling Committee Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 9: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1: Increased participation in campus sponsored parent meetings that promote academic, social-emotional, behavior, and mental health understanding/learning to support student success.

Evaluation Data Sources: Increase parent positive perception survey data:
"I am satisfied with my child's academic growth this school year." 86% to 90%
"The school provides extra help, learning and support when needed." 88% to 90%
"Teachers keep me informed about how my child is doing in school." 74% to 90%
"My child receives a reasonable amount of homework." 80% to 90%
"I would recommend CCES to others." 80% to 90%

Strategy 1 Details
Strategy 1: Cottonwood Creek will implement the Latino Literacy Program at least once per year to provide support for literacy-based practices and connections from school to home. **Strategy's Expected Result/Impact:** Increase in parent involvement at home to support student literacy development **Staff Responsible for Monitoring:** Latino Literacy staff members Admin **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Create opportunities for families to feel connected to the school/staff and empowered through scheduled family learning events, including Coffee Chats and Open House, Literacy Nights, focused on a variety of topics.

Strategy's Expected Result/Impact: Family Nights Documentation/Sign-In Sheets.
Title I Documentation

Community Survey will indicate that families feel connected and valued at the campus:
Increase parent positive perception survey data for the following
"I am satisfied with my child's academic growth this school year." 86% to 90%
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"My child receives a reasonable amount of homework." 80% to 90%
"I would recommend CCES to others." 80% to 90%

All other questions surveyed will maintain at 90% or above; target goal of at least 25% of campus families responding or 200 responses. (23-24 had 116 responses)

Staff Responsible for Monitoring: Admin
IC
Teachers
Secretary

Title I:
4.1, 4.2
- ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 3 Details

Strategy 3: Creation and incorporation of a community mural into the campus environment that reflects the values of the campus and the diversity and demographics of the campus.

Strategy's Expected Result/Impact: More welcoming environment for all diverse populations felt upon entry to the campus/office.
Increase in perception data for culture and climate.
Celebrate diversity, inclusion, and equity across the campus.

Staff Responsible for Monitoring: Admin
Art Teacher
IC

ESF Levers:
Lever 3: Positive School Culture

Goal 10: (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 1: Implement research-based practices including implementing Positive Behavioral Interventions and Supports (PBIS), CHAMPS, Classroom Management Plans, and Restorative Practices for supporting students' behavioral, academic, social, emotional, and mental health with the end goal of improving school and staff culture, climate, effectiveness.

Evaluation Data Sources: PBIS evaluation rubrics and observational data, Region 13.
CHAMPS implementation observation data

Strategy 1 Details
Strategy 1: HippoWay Committee purpose will be refined to include providing feedback on the implementation of positive behavior support systems including PBIS, CHAMPS, the HippoWay, and Restorative Practices. **Strategy's Expected Result/Impact:** Staff implementation of researched-based practices will lead to proactive responses to behavior and effective classroom management that supports students and staff culture and climate. Skyward discipline reports will decrease by at least 10% from 189 referrals to under 170 referrals, even with the rise of student enrollment for the new school year. **Staff Responsible for Monitoring:** HippoWay Committee Members Classroom Teachers Admin **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: CCE staff will use the campus discipline handbook to promote a positive culture in their classrooms. The discipline handbook will include proactive approaches to address and manage behavior in the classroom. **Strategy's Expected Result/Impact:** Completion and Training of the Campus Discipline Handbook. Decrease in the number of student referrals. **Staff Responsible for Monitoring:** Admin **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Provide staff training and implementation guidance for CHAMPS to include products such as posters/expectations for classroom student behavior, practice of strategy, observation of model teachers in order to support overall positive and proactive approaches to student discipline.

Strategy's Expected Result/Impact: Staff implementation of researched-based practices will lead to proactive responses to behavior and effective classroom management that supports students and staff culture and climate.

Staff Responsible for Monitoring: Admin
GLLs
IC

Title I:
2.6
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Goal 10: (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 2: Implement research-based engagement strategies in grades PK-5 to support students' behavioral, academic, and social needs and increase overall student performance across all content areas.

High Priority

Evaluation Data Sources: Campus cornerstone evaluation tool data.
Student engagement observational rubric data.
Observation and feedback data that shows 100% of teachers implement feedback.

Strategy 1 Details
Strategy 1: Implement instructional student engagement strategies across all classrooms K-5 such as Kaagan and ESL strategies that promote communication, literacy, oracy, and social skills in order to impact positive overall experiences with learning. **Strategy's Expected Result/Impact:** Student overall engagement scores will increase in student surveys at the EOY. **Staff Responsible for Monitoring:** Teachers GLLs IC Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction