

Hutto Independent School District



Howard Norman Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Hippo Nation inspires excellence in academics, character, and community.

Vision

Hutto ISD aspires to be the premiere choice in education through innovation, leadership, and diversity.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	9
School Processes & Programs	12
Perceptions	16
Priority Problem Statements	19
Goals	22
Goal 1 : (1.1) Increase the percentage of students meeting grade-level expectations.	23
Goal 2 : (1.2) Increase the percentage of students who are college, career, and military-r...	26
Goal 3 : (1.3) Increase grade level readiness percentage for foundational literacy & nume...	28
Goal 4 : (1.4) Identify and implement wrap-around services supporting the whole child.	31
Goal 5 : (2.3) Implement research-based evaluation systems that provide high-quality op...	33
Goal 6 : (3.1) Meaningfully engage parents and community as inclusive partners.	35
Funding Summary	38
Title I, Part A - (6100) Payroll Costs	39
Title I, Part A - (6200) Contracted Services	39
Title I, Part A - (6300) Supplies and Materials	39
SCE - (6100) Payroll Costs: Salaries	40
SCE - (6100) Payroll Costs: Extra Duty	40



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

1. **Strengthen Tier 1 instruction** to ensure alignment to STAAR/MAP rigor and increase student growth and **Close achievement gaps** for SPED, Hispanic, and Black students through differentiated instruction and inclusive, responsive practices.
2. **Increase Tier 1 behavior supports** to reduce office referrals and disproportionality—especially in 2nd and 5th grades—and promote proactive, restorative, and SEL-based approaches across classrooms.
3. **Enhance student belonging and peer relationships** through SEL and leadership integration.
4. **Elevate staff collective efficacy** through voice, aligned planning, and relevant professional learning.
5. **Expand community partnerships** and align outreach efforts with student learning and family needs.

Demographics

Summary

Campus Demographics and Discipline Narrative – Howard Norman Elementary

Howard Norman Elementary is a diverse and inclusive school community serving **585 students** in grades Early Education through 5th. Our enrollment is fairly evenly distributed across grade levels, with slightly higher populations in the upper grades—**5th grade (18%)**, **2nd grade (15.6%)**, and **1st grade (15.4%)**.

Our campus demographics reflect the multicultural richness of our community:

- **41.2% Hispanic/Latino**
- **33% White**
- **14.9% Black/African American**
- **7.5% Multiracial**
- Smaller percentages of Asian and other racial groups.

Gender distribution is nearly balanced (**51.1% male**, **48.9% female**), and we serve a high percentage of students with specific learning and support needs:

- **27.5%** of students receive **Special Education (SPED)** services.
- **28%** are coded as being at risk for **Dyslexia**.
- **9.9%** of students are **Gifted and Talented**.
- **9.9%** are **Emergent Bilingual**, with an additional 9.4% in ESL programs.

We are proud to be a **Leader in Me school since 2018** and were designated a **Lighthouse Campus in February 2023**, affirming our commitment to cultivating student leadership, fostering a positive culture, and empowering families and staff. Additionally, our **Purple Star Designation** recognizes our intentional support for **military-connected families**, ensuring stable transitions and wraparound services for students whose caregivers serve in the armed forces.

Discipline Trends and Considerations

Our discipline data provides insight into behavioral patterns and highlights opportunities for proactive interventions. For the 2024–2025 school year:

- There were a total of **424 Positive Office Referrals (PORs)**, showing a strong emphasis on recognizing and celebrating student leadership and appropriate behavior. The highest number of PORs came from **5th grade (71 students)** and **2nd grade (69 students)**, which aligns with their high enrollment.
- However, there were **83 Negative Office Referrals (NORs)** recorded throughout the year, with **5th grade (11 students)** and **2nd grade (8 students)** receiving the highest number. This suggests a need to closely monitor behavior support structures in these grades.
- A breakdown of discipline offenses reveals that **physical aggression toward other students** was the most common issue, involving **24 students**, followed by **aggression toward adults (4 students)**. Other recurring behaviors included **fighting**, **gross disrespect**, and **inappropriate physical or verbal conduct**.
- Subgroup analysis suggests that a disproportionate number of behavior incidents involve students who are **Hispanic**, **economically disadvantaged**, or **receiving Special Education services**, indicating an intersection between behavioral needs and subgroup vulnerabilities.

Strengths

1. Strong Culture of Leadership and Recognition (Leader In Me Lighthouse School and Positive Office Referrals)
2. Diverse and Inclusive Learning Environment (41.2% Hispanic, 33% White, and 14.9% Black students)
3. Targeted Support for Special Populations (High Percentage of SpEd and Dyslexia. 10% EB and G/T)
4. Family & Community Engagement for Specialized Populations (Purple Star Designated Campus)
5. Focus on Proactive, Data-Driven Discipline (Positive & Negative Office Referrals Tracking)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Disproportionate office discipline referrals and physical aggression incidents are occurring most frequently in 2nd and 5th grades, particularly among students receiving Special Education services	Academic and behavioral gaps in foundational skills, particularly among high-needs populations, resulting in increased frustration and disruptive behaviors.
2★	Disproportionate office discipline referrals and physical aggression incidents are occurring most frequently in 2nd and 5th grades, particularly among students receiving Special Education services	Inconsistent Tier 1 behavior supports and social-emotional learning (SEL) structures across grade levels.
3	instructional and behavioral supports are not fully closing achievement and behavior gaps for Special Education Students	Limited access to differentiated, high-quality Tier 1 instruction that meets the diverse academic needs of all students.

★ = Priority

Student Learning

Summary

Campus Wildly Important Goals (W.I.G.s)

Howard Norman's W.I.G.s aim for:

- **Math:** 81% of students to show growth — current status: **53% met growth goal**
- **Reading:** 70% goal — current status: **53% met growth goal**

STAAR Performance Overview

Across Grades 3–5, STAAR results show that many students are performing at the **Approaches Grade Level** standard in both Reading and Math, but **achievement drops significantly** at the **Meets and Masters levels**:

- **Mathematics:**
 - 25% Approaches | 28% Meets | 28% Masters | 19% Did Not Meet
 - Only **47%** of students are performing at Meets or above, with **19% not meeting minimum standards**.
- **Reading:**
 - 22% Approaches | 30% Meets | 32% Masters | 16% Did Not Meet
 - Combined **62%** are performing at Meets or above in Reading, though **16% still did not meet grade-level expectations**.

NWEA MAP Performance Trends

Analysis of MAP Growth data (Grades 3–5) in both reading and math shows:

- **Math:**
 - Grade 5: Only 9% of students scored in the “low” category, with a higher concentration in “average” or above.
 - Grade 4: 9% low, but 22% below average, indicating a **larger at-risk group in need of support**.
- **Reading:**
 - Grade 4 had **38% of students in the “low” category**, which is a **concerning indicator** of early reading struggles, despite improved performance in Grade 5.
 - Grade 3 shows slightly stronger distribution, but only **15% scored high**, suggesting limited enrichment opportunities.

Performance of Student Subpopulations

An analysis of academic performance among student subpopulations at Howard Norman Elementary reveals significant disparities, particularly for students identified as **Black, Hispanic, Economically Disadvantaged**, and those receiving **Special Education (SPED)** services.

Recent STAAR and NWEA MAP data show that **Black and Hispanic students** consistently perform below their White peers across both Math and Reading. In Math, for example, **students identified as Hispanic or Economically Disadvantaged** make up the majority of the “Did Not Meet” and “Approaches” performance levels, particularly in Grades 3–5. SPED students face even steeper challenges, with **the majority scoring below Meets**, despite targeted supports.

The **2025 ECR (Extended Constructed Response)** data further emphasizes these gaps. In 2025:

- **68% of 4th graders** and **63% of 5th graders** scored a **0 or 1** on their ECRs, which limits their ability to demonstrate critical thinking and content mastery.

- In **3rd grade**, **59% scored a 0 or 1**, showing early struggles in open-ended reasoning and academic writing.

Subgroup-specific breakdowns in Math reveal:

- Only **24% of 3rd-grade Economically Disadvantaged students** reached Meets or above.
- Only **11% of 5th-grade Economically Disadvantaged students** reached the Masters level in Math.
- **SPED students** consistently show **lower-than-average performance across all grades**, especially in 4th grade, where **65% did not meet** STAAR standards.

Strengths

- High percentages of students are approaching or meeting expectations in both subjects.
- Students in Grade 5 show upward movement compared to earlier years, particularly in reading.
- Over 50% of students met growth goals in both W.I.G. categories — a strong midpoint target.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ Students in Grades 3-5 are not reaching the Meets or Masters levels on STAAR assessments in Reading and Math	Lack of targeted, data-driven instruction that consistently pushes students from Approaches to Meets and Masters performance levels.
2★ Students in Grades 3 and 4, particularly in reading and math, show high percentages of low performance on MAP assessments	Gaps in early literacy and numeracy foundations that are not being fully addressed through Tier 1 and intervention supports.
3★ Black, Hispanic, and/or receiving Special Education services are consistently underperforming on STAAR and MAP assessments, particularly in math and written expression, as indicated by low scores on Extended Constructed Responses (ECRs).	Instructional practices are not consistently differentiated to meet the academic and linguistic needs of diverse learners.
4★ Black, Hispanic, and/or receiving Special Education services are consistently underperforming on STAAR and MAP assessments, particularly in math and written expression, as indicated by low scores on Extended Constructed Responses (ECRs).	Writing instruction across content areas is underdeveloped

★ = Priority

School Processes & Programs

Summary

Howard Norman Elementary demonstrates a strong commitment to cultivating leadership, fostering inclusive culture, and supporting academic growth through a variety of whole-child systems and programs. As a **Leader in Me Lighthouse School** since 2023, the campus continues to engage students, staff, and families in a shared leadership model that emphasizes personal growth, goal-setting, and collaborative culture.

Measurable Results Assessment (MRA)

The 2025 MRA report indicates overall **Effective (70–89)** scores in most domains:

- **Empowering Teachers (80)** and **Supportive Student Environment (80)** were rated highly, affirming that both teachers and students feel supported and empowered in their roles.
- **Staff Leadership** and **Family Engagement** also scored well (79 and 82, respectively), showing strong relationships and communication practices.
- However, **School Goals (70s)** and **Community Engagement (66)** scored lower, signaling a need for more consistent tracking of campus-wide goals and stronger community partnerships.

Scores in **Student Empowerment (77)**, **Academic Self-Efficacy (78)**, and **Instructional Efficacy (72)** indicate that students feel equipped to take ownership of learning, but there's room for increased challenge and autonomy in their day-to-day instruction.

Panorama Feedback Staff Survey Highlights (Spring 2025)

- **Safety (99%)** and **Cultural Awareness (89%)** are strong indicators of a supportive and inclusive environment.
- However, lower scores in **Professional Learning (56%)**, **Resources (64%)**, and **School Leadership (60%)** suggest staff desire more relevant training, better resource accessibility, and clearer communication from administration.
- **School Climate (68%)** and **Well-Being (69%)** show a dip from previous years, highlighting concerns with morale and professional balance.

Family Survey Highlights (Spring 2025)

- Families overwhelmingly report positive experiences:
 - **Communication (97%)**
 - **Engagement (95%)**
 - **Trust & Relationships (98%)**
- Parents also express interest in flexible engagement options (e.g., reminders, online access), revealing an opportunity to personalize outreach efforts.

Student Survey Highlights (Spring 2025)

- Students feel cared for (**Teacher Cares: 96%**) and confident in school (**School Confidence: 87%**).
- However, only **41% report feeling like they "fit in" with classmates**, and **59% have witnessed unkind behavior toward peers due to differences**. These social disconnects affect belonging and inclusive peer culture.

Strengths

1. **Strong Culture of Care and Connection (98% of families trust the school's decisions and feel respected by staff.)**
2. **High Levels of Family Engagement and Communication (97% of families feel informed and comfortable reaching out to staff.)**
3. **Commitment to Cultural Awareness and Inclusion (89% of staff reported ease in interacting with people from different cultural backgrounds.)**
4. **Safe and Supportive Campus Environment (99% of staff reported feeling safe on campus and being familiar with emergency procedures.)**
5. **Empowerment Through Leadership and Student Voice (Student Empowerment (77) and Academic Self-Efficacy (78))**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ While staff, students, and families report strong individual support systems at Howard Norman Elementary, there are gaps in collective goal alignment, professional development, and inclusive peer culture--especially in how students relate to one another and how staff perceive resources and support.	Communication of schoolwide goals and data is not routinely revisited or collaboratively tracked with all stakeholders, reducing a shared sense of purpose and collective efficacy.
2 While staff, students, and families report strong individual support systems at Howard Norman Elementary, there are gaps in collective goal alignment, professional development, and inclusive peer culture--especially in how students relate to one another and how staff perceive resources and support.	Professional learning is not sufficiently differentiated to meet the varying needs of staff, particularly regarding instructional strategies, restorative practices, and academic goal alignment.
3 ★ While staff, students, and families report strong individual support systems at Howard Norman Elementary, there are gaps in collective goal alignment, professional development, and inclusive peer culture--especially in how students relate to one another and how staff perceive resources and support.	Community engagement opportunities are underleveraged, limiting access to external resources and enrichment that could further support student and family needs.
4 ★ Although staff at Howard Norman Elementary report a generally positive sense of collaboration, the current level of collective efficacy (80/100) suggests that not all educators feel equally empowered to impact student outcomes through shared instructional practices and team decision-making.	Inconsistent implementation of collaborative planning practices
5 Although staff at Howard Norman Elementary report a generally positive sense of collaboration, the current level of collective efficacy (80/100) suggests that not all educators feel equally empowered to impact student outcomes through shared instructional practices and team decision-making.	Lack of formal systems to celebrate and replicate effective practices across the building, which could build trust and instructional confidence.

6
★

The current instructional efficacy score (72/100) indicates that not all teachers feel fully confident or equipped to deliver instruction that consistently engages all learners and supports rigorous, standards-aligned outcomes.

Inconsistent modeling and coaching of evidence-based instructional strategies

★ = Priority

Perceptions

Summary

At Howard Norman Elementary, stakeholder perceptions reflect a school culture rooted in care, communication, and community, while also revealing opportunities to strengthen internal systems of collaboration, student belonging, and professional growth.

Family and Community Perceptions

Family feedback from the **Spring 2025 Panorama Survey** was overwhelmingly positive:

- **97% of families** report feeling well-informed about school events.
- **95% feel the school provides opportunities for engagement** in their child's learning.
- **98% trust school leadership to act in their child's best interest**, indicating a strong relationship between home and school.
- Flexible options for participation—such as reminders, virtual access, and alternate times—were noted as key areas for continued improvement in parent engagement.

Staff Perceptions

From the **Spring 2025 Panorama Staff Survey**:

- Staff reported strong ratings in **Safety (99%)** and **Cultural Awareness (89%)**.
- However, areas of concern include:
 - **Professional Learning (56%)** – indicating a need for more relevant and personalized PD.
 - **School Leadership Communication (60%)** – reflecting a desire for clearer, more consistent messaging and inclusion in goal-setting.
 - **School Climate (68%)** and **Well-Being (69%)** – showing slight dips and suggesting a need to monitor staff morale and collaboration systems.

Student Perceptions

Panorama student feedback revealed a caring instructional environment:

- **96% believe their teacher cares about them.**
- **87% report feeling confident in their ability to succeed at school.**

However, deeper social-emotional insights show:

- Only **41% report feeling like they “fit in”** with classmates.
- **59% have witnessed unkindness or exclusion due to differences.**

Strengths

High trust and care across families, students, and staff; strong communication systems; culture of safety and belonging.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	While Howard Norman Elementary maintains high levels of trust, safety, and communication with families and students, there are gaps in internal collaboration, peer inclusion, and broader community engagement that impact staff cohesion, student belonging, and sustainable partnerships.	Lack of consistent, transparent communication from leadership to staff
2	While Howard Norman Elementary maintains high levels of trust, safety, and communication with families and students, there are gaps in internal collaboration, peer inclusion, and broader community engagement that impact staff cohesion, student belonging, and sustainable partnerships.	Insufficient student-led and peer-focused inclusion strategies

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Disproportionate office discipline referrals and physical aggression incidents are occurring most frequently in 2nd and 5th grades, particularly among students receiving Special Education services

Academic and behavioral gaps in foundational skills, particularly among high-needs populations, resulting in increased frustration and disruptive behaviors.

2
★

Disproportionate office discipline referrals and physical aggression incidents are occurring most frequently in 2nd and 5th grades, particularly among students receiving Special Education services

Inconsistent Tier 1 behavior supports and social-emotional learning (SEL) structures across grade levels.

3
★

Black, Hispanic, and/or receiving Special Education services are consistently underperforming on STAAR and MAP assessments, particularly in math and written expression, as indicated by low scores on Extended Constructed Responses (ECRs).

Instructional practices are not consistently differentiated to meet the academic and linguistic needs of diverse learners.

4
★

Black, Hispanic, and/or receiving Special Education services are consistently underperforming on STAAR and MAP assessments, particularly in math and written expression, as indicated by low scores on Extended Constructed Responses (ECRs).

Writing instruction across content areas is underdeveloped

5
★

Students in Grades 3 and 4, particularly in reading and math, show high percentages of low performance on MAP assessments

Gaps in early literacy and numeracy foundations that are not being fully addressed through Tier 1 and intervention supports.

6
★

Students in Grades 3-5 are not reaching the Meets or Masters levels on STAAR assessments in Reading and Math

Lack of targeted, data-driven instruction that consistently pushes students from Approaches to Meets and Masters performance levels.

7★

While staff, students, and families report strong individual support systems at Howard Norman Elementary, there are gaps in collective goal alignment, professional development, and inclusive peer culture--especially in how students relate to one another and how staff perceive resources and support.

Community engagement opportunities are underleveraged, limiting access to external resources and enrichment that could further support student and family needs.

8★

While staff, students, and families report strong individual support systems at Howard Norman Elementary, there are gaps in collective goal alignment, professional development, and inclusive peer culture--especially in how students relate to one another and how staff perceive resources and support.

Communication of schoolwide goals and data is not routinely revisited or collaboratively tracked with all stakeholders, reducing a shared sense of purpose and collective efficacy.

9★

The current instructional efficacy score (72/100) indicates that not all teachers feel fully confident or equipped to deliver instruction that consistently engages all learners and supports rigorous, standards-aligned outcomes.

Inconsistent modeling and coaching of evidence-based instructional strategies

10★

Although staff at Howard Norman Elementary report a generally positive sense of collaboration, the current level of collective efficacy (80/100) suggests that not all educators feel equally empowered to impact student outcomes through shared instructional practices and team decision-making.

Inconsistent implementation of collaborative planning practices

11★

While Howard Norman Elementary maintains high levels of trust, safety, and communication with families and students, there are gaps in internal collaboration, peer inclusion, and broader community engagement that impact staff cohesion, student belonging, and sustainable partnerships.

Lack of consistent, transparent communication from leadership to staff

★ = Priority



Goals

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

Performance Objective 1 High Priority

(1.1.1) By May 2026, Howard Norman Elementary will increase the percentage of students on grade level on the NWEA MAP screener from 58% to 63% in Reading (K-5) and from 62% to 67% in Math (1-5).

Evaluation Data Source: NWEA MAP

Strategy 1

Implement Targeted Instructional Cycles through weekly PLCs. (Backwards design, DDI for MAP and Unit Assessments, Reviewing student products.)

Strategy's Expected Result/Impact: Students in grades 1-5 will receive personalized instruction that directly addresses their academic needs

Staff Responsible for Monitoring: Classroom Teachers, Instructional Support Coach, Principals,

Funding Sources: Learning A-Z Subscription Software Services for Students Title I, Part A - (6200) Contracted Services, \$3,224

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

February

April

June

Strategy 2

Teachers will use MAP band data to plan Tier 1 differentiated lessons and small groups, supported by the Instructional Support Coach.

Strategy's Expected Result/Impact: Improved teacher capacity in data analysis, differentiation, and progress monitoring.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Support Coach, Principals,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Students will track individual MAP goals and progress in leadership notebooks.

Strategy's Expected Result/Impact: Students know their own data and what specific areas they need support in.

Staff Responsible for Monitoring: Students, Classroom Teachers, Instructional Support Coach, Principals,

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 2 High Priority

(1.1.2) By May 2026, Howard Norman Elementary will increase the percentage of students attaining a 'Meets' or higher on STAAR (Domain 1) in all subjects from 48% to 53% in Reading (3-5), from 47% to 52% in Math (3-5), and from 37% to 42% in Science (5th grade).

Evaluation Data Source: Quarterly CBA Data, STAAR Interim, STAAR Data

Strategy 1

Use released STAAR-aligned items and Unit Assessments to drive reteach plans for priority TEKS.

Strategy's Expected Result/Impact: Stronger alignment between daily instruction and STAAR performance expectations and higher student familiarity with STAAR rigor, format, and language.

Staff Responsible for Monitoring: Instructional Support Coach, Principal, Teachers (Grades 3-5)

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 3 **High Priority**

(1.1.3) By May 2026, Howard Norman Elementary will increase the percentage of students attaining growth targets on STAAR (Domain 2A) from 74% to 79% across all subject areas in Reading and Math., ensuring an increase in students attaining growth targets.

Evaluation Data Source: STAAR, CBA, STAAR Interim

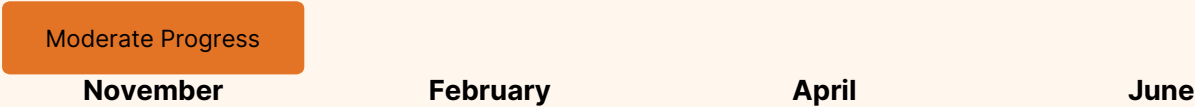
Strategy 1

Use STAAR, MAP, and Unit Assessment data to monitor student progress toward growth targets. Teachers will guide students in setting personalized goals based on prior-year performance (STAAR and MAP) and monitor progress throughout the year

Strategy's Expected Result/Impact: Digital Data Wall, Student Leadership Notebook, Teacher Leadership Notebook.

Staff Responsible for Monitoring: Classroom Teachers, Instructional Support Coach, Principals,

Formative Reviews



Performance Objective 4

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

Goal 2

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

Performance Objective 1

(1.2.2) By May 2026, Howard Norman Elementary will increase the percentage of students in special categories (Special Education, Emergent Bilingual, and Economically Disadvantaged) attaining a 'Meets' or higher on STAAR (Domain 3) from 24% to 30% in Reading and from 24% to 30% in Math.

Evaluation Data Source: CBA, STAAR Interim, STAAR

Strategy 1

By May 2026, teachers in grades 3-5 will implement targeted intervention plans for priority subpopulations. in reading and math. Plans will be developed using MAP RIT band data and STAAR item analysis to design differentiated small-group instruction, scaffolded supports, and frequent progress monitoring.

Strategy's Expected Result/Impact: At least a 10 percentage point increase in the percentage of SPED, Hispanic, and Black students achieving Meets or higher on STAAR Reading and Math.

Reduced achievement gaps among special populations in STAAR Domain 3.

Staff Responsible for Monitoring: Instructional Support Coach

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 2

(1.2.3) By May 2026, Howard Norman Elementary will increase the percentage of students attaining a 'Meets' or higher on STAAR (Domain 1) in all subjects from 48% to 53% in Reading (3-5), from 47% to 52% in Math (3-5), and from 37% to 42% in Science (5th grade).

Evaluation Data Source: CBA, STAAR Interim, STAAR

Strategy 1

Teachers will embed STAAR-style constructed response and problem-solving tasks across content areas to strengthen rigor and student readiness.

Strategy's Expected Result/Impact: Increased student meeting grade level or above with exposure to the grade level assessment.

Staff Responsible for Monitoring: Teachers, Principals

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 3

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

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

Performance Objective 1 HB3 Goal

(1.3.1) By May 2026, Howard Norman Elementary will increase the percentage of students in grades 1-3 achieving grade-level readiness or higher on the NWEA MAP from 68% to 73% in Math and from 63% to 68% in Reading.

Evaluation Data Source: NWEA MAP, MCLASS

Strategy 1

All 1st-3rd-grade teachers will implement daily evidence-based routines in foundational literacy (Structured Literacy) and numeracy.

Strategy's Expected Result/Impact: Increase in the percentage of 1st-3rd grade students meeting grade-level readiness benchmarks on NWEA MAP

Staff Responsible for Monitoring: Instructional Support Coach

Formative Reviews

 Accomplished

November

February

April

June

Performance Objective 2 HB3 Goal

(1.3.2) By May 2026, Howard Norman Elementary will increase the percentage of 3rd-grade students attaining a 'Meets' or higher on STAAR from 54% to 59% in Reading and from 61% to 66% in Math.

Evaluation Data Source: CBA, Interim STAAR, STAAR

Strategy 1

All 1st-3rd-grade teachers will implement daily evidence-based routines in foundational literacy (Structured Literacy) and numeracy.

Strategy's Expected Result/Impact: Increase in the percentage of 1st-3rd grade students meeting grade-level readiness benchmarks on NWEA MAP

Staff Responsible for Monitoring: Instructional Support Coach

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 3 HB3 Goal

(1.3.3) By May 2026, Howard Norman Elementary will increase the percentage of Kindergarten students attaining grade-level readiness on mCLASS from 62% to 70%.

Evaluation Data Source: MClass

Strategy 1

Teachers in Pre-K, Kinder and 1st grade will utilize research based strategies to increase phonics and fluency skills daily.

Strategy's Expected Result/Impact: Increase in the percentage of 1st-3rd grade students meeting grade-level readiness benchmarks on NWEA MAP

Staff Responsible for Monitoring: Teachers, Principals

Funding Sources: Lexia Learning Title I, Part A - (6200) Contracted Services, \$3,220, Classkick Title I, Part A - (6200) Contracted Services, \$1,499, Edmentum Title I, Part A - (6200) Contracted Services, \$2,665.75, Learning A-Z Title I, Part A - (6200) Contracted Services, \$3,224

Formative Reviews

Considerable Progress

November

February

April

June

Performance Objective 4

Support grade-level proficiency in literacy and numeracy through targeted instruction and family engagement with educational resources.

Evaluation Data Source: STAAR Results, Parent Perception Survey

Strategy 1

Teachers will provide families with student progress updates (MAP, mCLASS, and CFAs) in user-friendly formats and share at-home literacy and math resources (reading logs, math games, phonics practice) during family nights and conferences.

Strategy's Expected Result/Impact: Increase in the percentage of Kindergarten students meeting grade-level readiness benchmarks on NWEA MAP

Staff Responsible for Monitoring: Teachers and Principals

Formative Reviews

Considerable Progress

November

February

April

June

Performance Objective 5

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

Evaluation Data Source: PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

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 Source: Panorama Student Perception Survey

Strategy 1

By the end of the school year, we will increase opportunities for student involvement on campus as leaders or members in clubs or UIL activities.

Funding Sources: Student Leadership Guides Title I, Part A - (6300) Supplies and Materials, \$4,198.55, Compass Curriculum for Students - Software Title I, Part A - (6200) Contracted Services, \$4,998.13, LiM School Membership for Students Title I, Part A - (6200) Contracted Services, \$4,845

Formative Reviews

No Progress

November

February

April

June

Performance Objective 2

(1.4.3) District discretionary discipline referrals will decrease in all student populations.

Evaluation Data Source: Discipline reporting data

Strategy 1

Teachers will deliver daily Tier 1 SEL/behavior lessons during Leader in Me morning meetings to reduce Negative Office Referrals (NORs) by 20% overall and 25% for SPED/Hispanic students.

Strategy's Expected Result/Impact: Increased regulation strategies, student belonging. negative office referrals

Staff Responsible for Monitoring: Teachers, Principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Goal 5

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

Performance Objective 1

To increase highly qualified staff, campus leadership will implement structured teacher coaching cycles focused on high-leverage instructional practices (T-TESS Indicators) by providing bite-sized, actionable feedback during observations, followed by targeted support and timely follow-up observations to monitor impact and close the feedback loop.

Evaluation Data Source: Coaching & Feedback Logs - records of coaching sessions, bite-sized feedback given, and supports provided.

Follow-up Observation Data - evidence of whether feedback was implemented and its impact on instruction.

Walkthrough & Instructional Trend Data - patterns in instructional practices tied to campus priorities.

Teacher Retention Data - mid-year and end-of-year retention rates, disaggregated by teacher effectiveness.

Teacher Self-Reflection/Survey Data - staff perceptions of support, coaching quality, and professional growth.

Student Achievement & Growth Data - MAP, STAAR, or common formative assessments to show impact of coaching on instruction.

Professional Development Participation & Implementation Data - attendance, application of strategies learned, and evidence of transfer to classroom practice.

Strategy 1

Campus administrators will complete at least 10 classroom walkthroughs per week, providing teachers with timely, actionable feedback aligned to instructional priorities. Feedback trends will be reviewed monthly in leadership meetings to inform professional learning and coaching cycles by the admin team.

Strategy's Expected Result/Impact: 100% of teachers will receive ongoing, specific feedback to support instructional growth.

Improved instructional alignment and consistency across classrooms.

Increased staff perception of feedback quality and usefulness, as measured by Panorama and MRA surveys.

Evaluation Data Sources:

Walkthrough logs and feedback forms

PLC minutes and coaching cycle notes

Staff survey results on feedback and support

Staff Responsible for Monitoring: Principals and Instructional Support Coach.

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

By July 2025, Howard Norman Elementary will convene the Extended Leadership Team (ELT) to align campuswide goals, set grade-level WIGs (Wildly Important Goals), review instructional expectations, and ensure consistent implementation of Leader in Me practices. Action Team Chairs and Co-Chairs will be established to monitor progress and support teacher teams throughout the year.

Strategy's Expected Result/Impact: Clear alignment between district goals, campus WIGs, and grade-level goals.

Improved teacher clarity and collective efficacy, reflected in higher staff perception scores (Panorama, MRA).

Consistency in instructional planning, PLCs, and Leader in Me integration.

Staff Responsible for Monitoring: Administrators

Extended Leadership Team

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

Formative Reviews



Accomplished

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

While staff, students, and families report strong individual support systems at Howard Norman Elementary, there are gaps in collective goal alignment, professional development, and inclusive peer culture--especially in how students relate to one another and how staff perceive resources and support.

Communication of schoolwide goals and data is not routinely revisited or collaboratively tracked with all stakeholders, reducing a shared sense of purpose and collective efficacy.

Goal 6

(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 campuses (utilizing a rubric of high-level engagement for parents)

Evaluation Data Source: Parent perception survey data, campus event logs

Strategy 1

Host academic family nights (leadership/literacy/math) with hands-on strategies for parents to support learning at home.

Strategy's Expected Result/Impact: Families will gain practical strategies to support literacy, numeracy, and leadership skills at home.
Increased alignment between home and school learning expectations.
At least 70% of families attend one or more family nights annually.
Panorama and MRA survey results show an increase in family engagement and confidence in supporting learning at home.

Evaluation Data Sources:
Family night attendance logs and sign-in sheets
Parent feedback surveys after events
Distribution logs of take-home resources
Panorama/MRA survey results on family engagement
MAP/mCLASS/STAAR growth data to assess indirect impact on student outcomes

Staff Responsible for Monitoring: Teachers, Lighthouse Team, Jr. Lighthouse Team and Principals

Formative Reviews

No Progress				
November	February	April	June	

Strategy 2

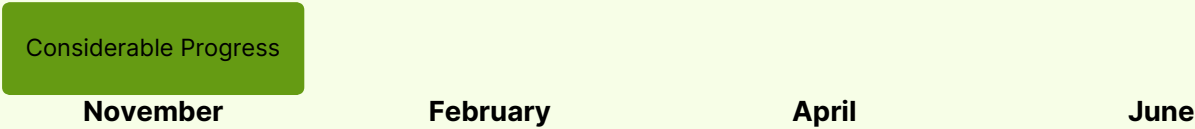
Implement student-led conferences for Fall Conferences and Spring Conferences

Strategy's Expected Result/Impact: Increased student ownership of learning and goal-setting.
Improved parent understanding of student progress and partnership with teachers.
At least 80% of students and families participate in conferences.
Panorama/MRA survey results show an increase in student voice, belonging, and family engagement indicators.

Evaluation Data Sources:
Conference participation logs/sign-in sheets
Student leadership notebooks/goal-setting artifacts
Parent surveys on conference effectiveness
Panorama/MRA survey data (student voice, engagement, belonging)
MAP/STAAR growth data (to validate impact on academic outcomes)

Staff Responsible for Monitoring: Students, Teachers, Principals

Formative Reviews



Performance Objective 2

3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district.

Evaluation Data Source: Fall and Spring Parent Perception Survey

Strategy 1

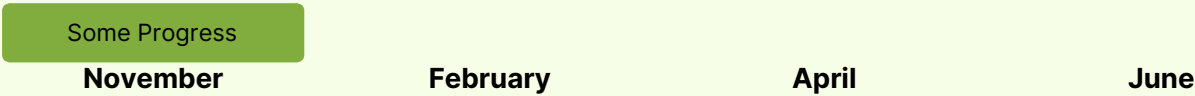
Principal hosts quarterly chats with parents/guardians to provide updates, answer questions, and gather feedback, fostering transparency and engagement.

Strategy's Expected Result/Impact: Increased parent/guardian trust in the school and district, reflected in improved survey responses following each quarterly chat.

Data Source: Panorama and MRA results quarterly chats sign in sheets

Staff Responsible for Monitoring: Principal

Formative Reviews



Performance Objective 3

3.1.3 Increase the number of positive customer service survey responses.

Evaluation Data Source: Parent perception survey- Customer Service Questions

Strategy 1

Principal and staff provide ongoing professional development and crucial conversations on customer service best practices and ensure timely, respectful, and responsive communication with parents/guardians.

Strategy's Expected Result/Impact: An increase in positive customer service survey responses from parents/guardians, demonstrating improved satisfaction with school communication and support.

Data Source: Panorama Survey and MRA Survey.

Staff Responsible for Monitoring: Lighthouse Team & Principals

Formative Reviews

No Progress				
November	February	April	June	



Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,865.46
+/- Difference					\$2,865.46

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Learning A-Z Subscription Software Services for Students	--	\$3,224.00
3	3	1	Lexia Learning	--	\$3,220.00
3	3	1	Classkick	--	\$1,499.00
3	3	1	Edmentum	--	\$2,665.75
3	3	1	Learning A-Z	--	\$3,224.00
4	1	1	Compass Curriculum for Students - Software	--	\$4,998.13
4	1	1	LiM School Membership for Students	--	\$4,845.00
Sub-Total					\$23,675.88
Budgeted Fund Source Amount					\$30,426.88
+/- Difference					\$6,751.00

Title I, Part A - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Student Leadership Guides	--	\$4,198.55
Sub-Total					\$4,198.55
Budgeted Fund Source Amount					\$3,914.09
+/- Difference					-\$284.46

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$188,081.00
+/- Difference					\$188,081.00

SCE - (6100) Payroll Costs: Extra Duty

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$100.00
+/- Difference					\$100.00