

Katy Independent School District

Hutsell Elementary

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Hutsell Elementary's Mission Statement

The mission of Hutsell Elementary School is to provide an educational program offering each child the opportunity to develop individual abilities intellectually, physically and socially within a cooperative, challenging, yet nurturing environment. The faculty, staff, parents, and volunteers are committed to developing lifelong learners who are productive, self-reliant and caring citizens. With the belief that all students in our diverse population can achieve success, there is no doubt that...Hutsell is the place to be!

Vision

Hutsell's Campus Vision is "Growing Every Student" through:

- Targeted Small Group Instruction
- Differentiated Instruction
- Student Engagement
- Building Relationships
- Explicit Instruction

Value Statement

At Hutsell, we BUILD Leaders.

Be your best self

Uplift and encourage others

Ideas and Opinions are respected

Learn from mistakes

Do it today and everyday!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Hutsell Elementary School is a campus in Katy, Texas. It opened its doors in 1978. It is projected to serve 662 students during the 2025-2026 school year which is a decrease from the previous school year of 737.

List of Stakeholders and Roles

Principal	Shaunta' Smith	Parent	Maria Jackson
Other School Leader	Wendy Cox, Instructional Coach	Parent	Arely Espinosa
Other School Leader	Katherine Hodgins, Counselor	Other School Leader	Timothy Hurt, Assistant Principal
Teacher	Tosha Jones, Academic Support Teacher	Other School Leader	Rocio Sokol, Assistant Principal
Teacher	Yvonne Voorhees, Second Grade Teacher	Community/Business	Jorge Lopez, Powerhouse Church
Paraprofessional	Diana Lopez, ESL Paraprofessional	Community/Business	Tien Nguyen, FS Mixed Martial Arts and Fitness
Paraprofessional	Ana Betanzos, Bilingual Paraprofessional	District Administrator	Vivian Muldune
Specialized School Support	Katelynn Hancock, Librarian	District Administrator	Tiffany White
Specialized School Support	Myla Fales, ARD Facilitator		

The Hutsell Elementary Campus Needs Assessment (CNA) was developed through a collaborative process that engaged a broad range of stakeholders during the 2025–2026 school year. Parents, community members, teachers, paraprofessionals, campus leaders, Title I staff, specialized support personnel, and district representatives worked together to review data, identify areas of strength and growth, and establish priorities for continuous improvement. This collaborative approach ensured that the needs assessment reflected the perspectives and experiences of those who are invested in the success of Hutsell students and families.

The Campus Advisory Team (CAT) began the needs assessment process on February 19, 2026, during the first of three scheduled CNA meetings. During this initial session, participants examined data across the four required domains of the Campus Needs Assessment and reviewed the current 2025–2026 Campus Improvement Plan. Stakeholders worked in collaborative groups to analyze information, identify trends, discuss campus strengths, and highlight areas needing improvement. Each group shared its findings with the larger committee, allowing members to collectively evaluate campus performance and emerging needs.

The second CNA meeting was held on April 30, 2026. During this meeting, committee members reviewed and synthesized the information gathered during the initial analysis. Strengths, concerns, assessment data, stakeholder feedback, and program information were examined to identify the most pressing campus needs. Participants engaged in discussions to prioritize problem statements, conducted root cause analyses, and reviewed supporting evidence from campus and district assessment results. Members were informed that their recommendations would serve as the foundation for the development of the 2026–2027 Campus Improvement Plan.

During the third and final CNA meeting which was held on May 13, 2026, stakeholders finalized the priority problem statements, identified root causes, and developed potential

strategies and actions to address identified needs. The committee’s work established a clear direction for campus improvement efforts and provided valuable guidance for the planning process moving forward.

Following the completion of the CNA process, the campus leadership team will meet during the summer to review final STAAR results, evaluate additional performance data, and finalize the 2026–2027 Campus Improvement Plan to ensure alignment with identified campus priorities.

The Campus Needs Assessment was informed by multiple sources of data to provide a comprehensive picture of campus performance. Demographic data included information from the TAPR report, Principal Dashboard reports, attendance records, discipline data, and mobility reports. Student achievement data included preliminary STAAR results, Campus-Based Assessments (CBAs), Katy Local Assessments (KLAs), growth reports, Reading Language Arts module assessments, science assessments, and retention and placement information. School processes and programs were evaluated through MTSS data, campus program information, and stakeholder feedback. Perception data was collected through surveys and input provided by teachers, parents, community members, and Campus Advisory Team participants.

The campus leadership team reviewed the data listed above to identify priority problem statements and root causes.

Prioritized Problem Statements ?	
Problem Statement	: The percentages of Hutsell's special education, white, African American, and two or more races sup populations did not show the expected growth from 2024 to 2025 STAAR.
Root Cause	: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.
Problem Statement	: A review of 2025 student assessment data indicates that multiple subpopulations at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, differentiated instructional strategies.
Root Cause	: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle.
Problem Statement	: Hutsell is looking for new ways to invite and empower parents to play an active role in our school community.
Root Cause	: There is a need for new strategies designed to attract new volunteers and retain current volunteers.
Problem Statement	: Discipline data shows that there was an increase in discipline referrals from 2025-2025 to 2025-2026.
Root Cause	: There is a need for professional development for teachers in the area of classroom management and determining when to refer a student for discipline.

Based on the analysis of all available data sources, Hutsell Elementary identified three key focus areas that will guide improvement efforts during the 2026–2027 school year:

- 1. Academic Achievement in Reading, Mathematics, and Science
- 2. Student Discipline and Behavioral Supports
- 3. Parent and Family Engagement

ensuring high levels of success for all students.

Demographics

Demographics Summary

Hutsell Elementary School proudly began serving students in 1978 and is entering its 48th year of educating and supporting a diverse population of learners. As a Title I Bilingual campus serving students in Early Childhood through 5th grade, Hutsell is located in the heart of Katy and reflects the rich cultural and socioeconomic diversity of the surrounding community. Katy ISD continues to be recognized as one of the premier school districts in the Houston metropolitan area and remains among the fastest-growing districts in Texas. Hutsell Elementary serves as a neighborhood school that supports families within a hardworking and vibrant community.

At the conclusion of the 2025–2026 school year, Hutsell Elementary served 755 students. Hispanic students comprise the largest demographic group at 68.8% of the student population, followed by White students at 20.40%. The most recently published mobility rate (2023–2024) was 11.9%, which mirrors the district mobility rate of 11.9%. Student attendance remained a campus strength, with Hutsell achieving an attendance rate of 95.45% at the end of the 2025–2026 school year, representing growth from the previous year. The campus will continue to emphasize strong family partnerships and attendance initiatives to sustain high attendance rates while reducing student tardiness.

Hutsell's student population reflects a wide range of academic and instructional needs. Limited English Proficient students account for 50.07% of enrollment, while 1.85% of students participate in the Gifted and Talented program. Students receiving Special Education services comprise 36.42% of the student population. Additionally, 72.19% of students are identified as economically disadvantaged, and 66.62% are classified as at-risk. These demographics reinforce the importance of providing targeted instructional supports, interventions, and enrichment opportunities to ensure success for all learners.

Hutsell Elementary remains committed to attracting, developing, and retaining a highly qualified and talented staff. Each year, the campus welcomes both educators new to the teaching profession and experienced teachers transitioning into new roles within the campus or district. To support teacher success, new teachers are paired with campus mentors, while teachers who are new to Katy ISD are assigned experienced buddy teachers to assist with their transition to the campus community. In addition, Katy ISD provides comprehensive New Teacher Onboarding and supports campus mentoring programs designed to build teacher capacity and confidence.

Professional learning continues to be a cornerstone of campus improvement efforts. Throughout the school year, staff participate in targeted professional development aligned to the goals and priorities identified within the Campus Improvement Plan. Training opportunities are facilitated by teacher leaders, the instructional coach, campus administration, district specialists, and external experts when appropriate. Hutsell remains committed to providing meaningful, job-embedded professional learning experiences that directly impact classroom instruction and student achievement.

During the upcoming school year, professional learning will continue to focus on effective lesson design, data-driven instructional practices, and social-emotional learning. Given the diverse academic needs represented across the campus, additional emphasis will be placed on differentiated instruction to ensure all students receive appropriate levels of support and challenge. Weekly collaborative planning sessions and Professional Learning Community (PLC) meetings will continue to reinforce professional learning by providing opportunities for teachers to analyze student data, discuss instructional strategies, refine practices, and monitor student progress.

Demographics Strengths

Hutsell Elementary has many demographic strengths. Some of the most notable include:

- There are many countries represented in our school, therefore, students at Hutsell Elementary are very accepting of new students regardless of race or ethnicity.
- Our staff demographics are a representation of our student body.
- We have many supportive parents and students who are committed to success.
- Our attendance rate is consistently above the state requirement.
- All teachers attend grade level planning meetings and PLCs to strengthen instruction through data analysis, the alignment of the curriculum, and lesson planning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label.

Root Cause: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.

Student Learning

Student Learning Summary

Student learning is a top priority at Hutsell, and many initiatives were implemented this past year for the purpose of adding growth to student achievement. Based on preliminary STAAR data for the 2025-2026 school year, Hutsell's AMM (approaches, meets, and masters average) scores were:

Reading - 46%

Math - 57%

Science - 25%

From the 2024-2025 STAAR to the 2025-2026 STAAR, there were increases in the following grade levels/subjects:

3rd Math

4th Math

5th Math

4th Reading

5th Reading

The Accountability Data Summary addresses the following three domains: Student Achievement, School Progress, and Closing the Gaps. For the 2024-2025 school year, Hutsell Elementary received the following scores:

- Domain 1 – Student Achievement: Scale Score = 69%
- Domain 2 – School Progress: 2A - Scale Score = 66%, 2B - Scale Score 70
- Domain 3 – Closing the Gaps: 00%
 - Academic Achievement Status = 00% (Meets & Masters)
 - Academic Growth = 00%
 - EL Proficiency Status (TELPAS) = 00%
 - Student Success Status (Federal Targets) = 00%

According to the end-of-year MAP assessment results, Hutsell students demonstrated measurable academic growth in both Mathematics and Reading Language Arts. In Mathematics, students increased from the 55th percentile at the beginning of the year to the 61st percentile at the end of the year. In Reading Language Arts, students improved from the 52nd percentile to the 53rd percentile during the same period.

Additionally, 2026 STAAR results reflected increases in Approaches, Meets, and Masters (AMM) averages in 3rd Grade Mathematics, 4th Grade Mathematics and Reading, and 5th Grade Mathematics and Reading. These gains indicate that the instructional systems, targeted interventions, data-driven decision-making processes, and instructional strategies implemented during the 2025–2026 school year positively impacted student achievement and contributed to academic growth across multiple grade levels and content areas. Continued refinement and implementation of these practices will support sustained improvement and increased student outcomes in future years.

Although Third Grade Reading experienced a one-point decrease in the Approaches, Meets, and Masters (AMM) average, the data highlights the ongoing need to strengthen and consistently implement instructional systems and targeted interventions designed to improve reading proficiency. Continued emphasis on evidence-based literacy practices, data-driven small-group instruction, progress monitoring, and strategic support for struggling readers will be essential to accelerating student growth and improving reading outcomes. This area will remain a campus priority to ensure all students develop the foundational literacy skills necessary for long-term academic success.

Student Learning Strengths

According to the end-of-year MAP assessment results, Hutsell students demonstrated measurable academic growth in both Mathematics and Reading Language Arts. In Mathematics, students increased from the 55th percentile at the beginning of the year to the 61st percentile at the end of the year. In Reading Language Arts, students improved from the 52nd percentile to the 53rd percentile during the same period.

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Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continuously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science.

Root Cause: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

School Processes & Programs

School Processes & Programs Summary

During the 2025–2026 school year, Hutsell Elementary refined and strengthened several campus systems, instructional practices, and student support programs to better meet the needs of our students, staff, and families. Key improvement efforts were focused on increasing instructional rigor, strengthening lesson delivery through the intentional use of the "I Do, We Do, You Do" instructional framework, distinguishing between effective scaffolding and rescuing, utilizing student assessment data to drive instruction, and improving the effectiveness of small-group interventions. Additional priorities included expanding parent education opportunities related to social-emotional learning, supporting the overall well-being of students, maintaining a safe learning environment, strengthening family engagement, and fostering a positive and inclusive school culture.

A cornerstone of our campus culture is the Hutsell Hornet Pledge, which is recited daily by students and staff:

"At Hutsell, we BUILD leaders. This means:"

B – Be your best self

U – Uplift and encourage others

I – Ideas and opinions are respected

L – Learn from mistakes

D – Do it today and every day

This pledge reflects our commitment to developing student leadership, character, responsibility, and a growth mindset across all grade levels.

At Hutsell Elementary, data-driven instruction remains a primary focus and serves as the foundation for instructional decision-making. We are proud to serve a diverse student population and recognize the importance of meeting the unique academic, social, and emotional needs of every learner. Our staff, families, and community members share a commitment to developing lifelong learners who are responsible, compassionate, and productive citizens. During the spring of 2025, campus stakeholders collaborated to develop a new mission and vision statement that continues to guide our work and reinforce our core values. As a Title I campus, family engagement remains essential to our success. Hutsell provides numerous opportunities for families to connect with the school community through events such as the Sweetheart Dance, Choir Club, Art Club, Multicultural Night, Holiday House Party, CATCH Night, and other family-centered activities throughout the year.

The instructional program at Hutsell Elementary includes language arts, mathematics, science, social studies, art, music, and physical education. Language arts instruction is grounded in the Science of Teaching Reading and delivered through a balanced literacy framework that incorporates phonics, shared reading, guided reading, independent reading, writing, and read-aloud experiences. The workshop model continues to be utilized in reading, writing, and mathematics to promote student engagement and differentiated instruction. Hutsell also continues to provide students with access to a dedicated science laboratory that supports grades PK–5 through hands-on investigations aligned to the 5E and Claim-Evidence-Reasoning (CER) instructional models. In addition, students benefit from the district's social-emotional learning curriculum, PurposeFull People by Character Strong, which promotes character development, relationship-building, and emotional wellness. The campus will also enter its third year of implementing the Ron Clark House System, which continues to strengthen student engagement, school pride, leadership development, and positive campus culture.

In alignment with House Bill 3 goals, Hutsell Elementary remains focused on improving early childhood literacy and mathematics proficiency. Benchmark checkpoints throughout the year provide opportunities to monitor student growth and guide instructional planning. Students in Kindergarten through second grade are assessed using tools such as ISIP, Amira, TX-KEA, and TPRI/Tejas LEE. Students in grades three through five are monitored using STAAR, Amira, Katy Local Assessments (KLA), EDL assessments for bilingual students, and campus common assessments. Students participating in specialized programs, including Special Education, Dyslexia, English Learner services, music, and physical education, are assessed using measures aligned to their grade-level expectations. The Texas English Language Proficiency Assessment System (TELPAS) continues to serve as an important measure of language acquisition and growth for Emergent Bilingual students.

The Multi-Tiered System of Supports (MTSS) continues to be an integral component of student success at Hutsell Elementary. MTSS processes are used to identify students in need of academic or behavioral interventions and to monitor progress over time. Collaborative MTSS meetings are held every nine weeks during grade-level planning sessions and are led

by the Instructional Coordinator. During these meetings, teachers, Academic Support Teachers, and intervention personnel review student data, discuss interventions, evaluate student progress, and determine next steps for support. Questions considered during the process include whether students are making adequate progress, what interventions are currently being implemented, and how families are being engaged throughout the intervention process. The eSTAR platform is used to document student information, intervention plans, and progress-monitoring data. Students requiring additional support receive targeted goals and intervention plans that are reviewed regularly. Hutsell also implements MTSS-B systems and supports to address student behavioral needs and promote positive outcomes.

Professional learning and collaborative planning remain essential components of continuous improvement efforts. Bi-weekly Professional Learning Community (PLC) meetings and weekly lesson planning sessions are conducted with teachers, the instructional coach, and campus leadership. These collaborative structures focus on instructional planning, explicit teaching practices, student data analysis, curriculum alignment, and professional learning. District professional learning days are embedded within the instructional calendar, and campus-based professional development is designed around the priorities identified within the Campus Improvement Plan. Training opportunities are facilitated by teacher leaders, the instructional coach, campus administrators, district specialists, and outside experts when appropriate. Hutsell remains committed to providing meaningful, targeted, and job-embedded professional learning experiences that directly impact classroom instruction and student achievement. Paraprofessionals are included in staff development opportunities, and all instructional teams benefit from dedicated common planning time to support collaboration and continuous improvement.

To further support student growth and enrichment, Hutsell Elementary will continue offering a variety of supplemental programs and extracurricular opportunities, including Read, Deed, Run, tutorials, Student Council, Young Men of Honor, and Busy Bee. These programs provide students with additional opportunities to develop leadership skills, strengthen academic performance, build character, and engage meaningfully with their school community.

School Processes & Programs Strengths

Hutsell Elementary continues to build upon a strong foundation of instructional excellence, collaborative practices, and positive school culture. The campus has identified several areas of strength that contribute to student success and support continuous improvement efforts.

A significant strength of the campus is the successful implementation of the Ron Clark Academy House System, which promotes student leadership, belonging, character development, and positive school culture. The House System has become an integral part of the campus environment and continues to foster student engagement and meaningful relationships among students and staff.

Instructional excellence remains a primary focus at Hutsell. Teachers and administrators maintain a campus-wide commitment to rigorous learning experiences through the implementation of the Hutsell Instructional Task Rubric. This focus ensures that students are consistently engaged in high-level thinking, problem-solving, and meaningful academic tasks. The campus also demonstrates strength in utilizing data-driven instructional practices to inform decision-making, monitor student progress, and provide targeted support to students based on individual needs.

Hutsell's Multi-Tiered System of Supports (MTSS) process continues to be highly effective in identifying students in need of intervention and maximizing access to academic and behavioral support services. Teachers demonstrate a strong understanding of Tier 1 and Tier 2 instructional strategies and effectively use intervention data to address student learning gaps and accelerate growth.

Collaborative planning structures further support instructional success. Effective lesson planning protocols, aligned curriculum resources, and consistent use of pacing guides help ensure high-quality instruction across all grade levels. Professional Learning Community (PLC) meetings provide opportunities for teachers to analyze student data, refine instructional practices, align curriculum expectations, and collaboratively plan lessons that meet the needs of all learners.

A culture of continuous learning is evident among staff members. Teachers actively seek professional growth opportunities beyond district-required training and consistently demonstrate a commitment to refining their instructional practices. Campus faculty meetings provide regular opportunities for collaboration, problem-solving, and open dialogue regarding campus initiatives, instructional priorities, and student needs.

Hutsell also prioritizes maximizing instructional time by minimizing disruptions throughout the school day, allowing teachers and students to remain focused on learning. Campus

safety remains a priority as well, with emergency drills conducted regularly and procedures implemented efficiently to ensure preparedness and student well-being.

Finally, Hutsell benefits from a wealth of technology resources that support teaching, learning, communication, and student engagement. Access to instructional technology tools enhances classroom instruction and provides students with opportunities to develop the skills necessary for future success.

These strengths provide a solid foundation for continued growth and position Hutsell Elementary to effectively meet the academic, social, and emotional needs of all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Data from 2025-2026 district MAP, CBAs, KLAS, and interim assessments indicates that Hutsell students are scoring below the district averages.

Root Cause: Teachers need additional and ongoing professional development and support in the area of using data to drive targeted instruction to meet the various needs of our students.

Perceptions

Perceptions Summary

At Hutsell Elementary, fostering strong relationships with families and the community remains a cornerstone of our campus culture. We are committed to creating a welcoming, inclusive environment where parents are valued partners in their child's academic, social, and emotional development. Through ongoing collaboration and communication, we strive to ensure that every student has a positive and successful experience at Hutsell.

Recognizing the diverse needs of our school community, Hutsell offers a variety of programs, resources, and communication tools designed to engage families and support student success. To ensure accessibility for all families, campus communications are provided in both English and Spanish through our website, weekly newsletters, printed materials, and school events. Interpreters are also available to assist families during meetings and campus activities when needed.

Consistent communication remains a priority. Established campus routines, such as the distribution of Wednesday Take-Home Folders, help keep families informed and connected to their child's learning. Additionally, Hutsell continues to leverage technology and social media platforms to share important school information, celebrate student accomplishments, and strengthen communication with families and the community. Parents will continue to receive the weekly campus newsletter electronically through the Smore platform in both English and Spanish.

Family and community involvement are encouraged through numerous opportunities both during and beyond the school day. Parents and community members are invited to participate in a wide variety of activities, including Watch D.O.G.S., All Pro Dads, Title I family engagement events, Field Day, student performances, classroom celebrations, and lunch visits with their children. These opportunities help strengthen the partnership between home and school while creating meaningful experiences for students and families.

Hutsell students also benefit from valuable partnerships with community organizations and mentoring programs such as KEYS Mentors, PALS, and Take Me Fishing Hutsell. These programs provide students with additional opportunities for mentorship, relationship building, and personal growth.

Through strong family partnerships, effective communication, and meaningful community involvement, Hutsell Elementary continues to cultivate a supportive and connected school environment. These efforts help make Hutsell a place where students, families, staff, and community members work together to ensure success for all learners and reinforce why Hutsell is truly “The Place to Be.”

Hutsell’s parents and our community members are also an integral part of the school’s decision-making process. Parents and community members serve on school the Campus Advisory Team (CAT) to play a role in the school’s decision-making process. The Campus Advisory Team serves in an advisory role to campus leadership regarding important school matters. Our campus also has a plethora of community partners who donate their time and resources to help meet the needs of our students and families. Without our parents and community support, input, and involvement, Hutsell Elementary would be missing a key component that makes our campus operate at a high caliber. Hutsell’s Parent Teacher Association functions to allow parents and teachers the opportunity to collaborate for the purpose of providing a wide-range of positive experiences for our students to enhance their academic and social-emotional well-being. Our PTA has held fundraisers and donated the proceeds to purchasing a rock wall in the gym, a luncheon for staff on a professional development day, and staff appreciation treats. We are looking forward to increased opportunities for Hutsell’s PTA to add value to our school community this year.

One of our favorite sayings (and now our vision statement) at Hutsell is “Hutsell is the Place to Be.” We strive to provide a culture and climate that represents positivity, teamwork, collaboration, and having a dedicated staff that functions as a family. A huge focus is placed on the importance of building relationships with students, because we recognize that students work best in an environment where they know they are cared for and loved. Social skills and behavior expectations are explicitly taught, modeled, and practiced. Teachers and other staff receive professional development on best practices to ensure that a healthy classroom climate is created and maintained. Professional development for teachers also includes strategies for improving instructional delivery and knowledge of content area standards (Texas Essential Knowledge and Skills) to ensure that academics remain the primary focus. The Leadership Team, which is comprised of the Principal, two Assistant Principals, a Student Support Administrator, an Instructional Coach, an Instructional Coordinator, and a Counselor visit classrooms to observe teaching practices and provide feedback and support based on teacher performance. Teachers carefully reflect on the purpose, appropriateness, and relevance of teaching practices and classroom procedures/routines. Students recite the Hutsell Hornet Pledge every morning as a reminder of school expectations.

The Hornet Pledge is:

At Hutsell, we BUILD leaders by working as a team. This means:

B - Be your best self

U - Uplift & encourage others

I - Ideas & opinions are respected

L - Learn from mistakes

D - Do it today & everyday

The PBIS program will continue to be implemented in conjunction with the Ron Clark Academy House System this school year. The discipline management program provides campus-wide social skill lessons and establishes student behavior expectations. It also focuses on the importance of working as a team and a community to reach goals. Through the PBIS program, Hutsell has implemented routines and procedures. The program also encompasses Social Emotional Learning (SEL). In addition to the already established PBIS framework, Trauma Informed Practices is also implemented to offer intensive support for students.

Discipline referrals continued to decline from the 2024–2025 school year to the 2025–2026 school year, reflecting the positive impact of the campus's behavior support systems and proactive intervention strategies. Although referral rates increased during the final months of the school year, the campus demonstrated an overall reduction in disciplinary incidents. Based on data from the Katy ISD Discipline Dashboard, the campus fell short of its goal of reducing discipline referrals by 20%, with 35 additional referrals needed to meet the established target. Continued focus on consistent behavior expectations, restorative practices, and proactive student support will remain a priority to further reduce disciplinary incidents and improve student outcomes.

Perceptions Strengths

At Hutsell Elementary, fostering strong relationships with families and the community remains a cornerstone of our campus culture. We are committed to creating a welcoming, inclusive environment where parents are valued partners in their child's academic, social, and emotional development. Through ongoing collaboration and communication, we strive to ensure that every student has a positive and successful experience at Hutsell.

Recognizing the diverse needs of our school community, Hutsell offers a variety of programs, resources, and communication tools designed to engage families and support student success. To ensure accessibility for all families, campus communications are provided in both English and Spanish through our website, weekly newsletters, printed materials, and school events. Interpreters are also available to assist families during meetings and campus activities when needed.

Consistent communication remains a priority. Established campus routines, such as the distribution of Wednesday Take-Home Folders, help keep families informed and connected to their child's learning. Additionally, Hutsell continues to leverage technology and social media platforms to share important school information, celebrate student accomplishments, and strengthen communication with families and the community. Parents will continue to receive the weekly campus newsletter electronically through the Smore platform in both English and Spanish.

Family and community involvement are encouraged through numerous opportunities both during and beyond the school day. Parents and community members are invited to participate in a wide variety of activities, including Watch D.O.G.S., All Pro Dads, Title I family engagement events, Field Day, student performances, classroom celebrations, and lunch visits with their children. These opportunities help strengthen the partnership between home and school while creating meaningful experiences for students and families.

Hutsell students also benefit from valuable partnerships with community organizations and mentoring programs such as KEYS Mentors, PALS, and Take Me Fishing Hutsell. These programs provide students with additional opportunities for mentorship, relationship building, and personal growth.

Through strong family partnerships, effective communication, and meaningful community involvement, Hutsell Elementary continues to cultivate a supportive and connected school environment. These efforts help make Hutsell a place where students, families, staff, and community members work together to ensure success for all learners and reinforce why Hutsell is truly “The Place to Be.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Hutsell is looking for new ways to invite and empower parents to play an active role in our school community.

Root Cause: There is a need for new strategies designed to attract new volunteers and retain current volunteers.

Problem Statement 2 (Prioritized): Discipline data shows that there was an increase in discipline referrals from 2024-2025 to 2025-2026.

Root Cause: There is a need for professional development for teachers in the area of classroom management and determining when to refer a student for discipline.

Priority Problem Statements

Problem Statement 1: (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label.

Root Cause 1: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.

Problem Statement 1 Areas: Demographics

Problem Statement 2: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continuously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science.

Root Cause 2: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Hutsell is looking for new ways to invite and empower parents to play an active role in our school community.

Root Cause 3: There is a need for new strategies designed to attract new volunteers and retain current volunteers.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Discipline data shows that there was an increase in discipline referrals from 2024-2025 to 2025-2026.

Root Cause 4: There is a need for professional development for teachers in the area of classroom management and determining when to refer a student for discipline.

Problem Statement 4 Areas: Perceptions

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Other
 - MAP Data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- Staff surveys and/or other feedback
- 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
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community service agencies and support services

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices and high yield strategies
- Horizontal and vertical team alignments processes
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Information on violence prevention and bullying prevention will be provided to parents, students, and teachers.

Evaluation Data Sources: Implementation of the campus bullying prevention plan, Katy ISD Discipline Data Dashboard

Strategy 1 Details	Reviews			
Strategy 1: A campus violence and bullying prevention plan will be developed and implented throughout the school year based on the 2025-2026 bullying survey data. Strategy's Expected Result/Impact: The amount discipline referrals for violence and bullying will decrease from 2025-2026 to 2026 - 2027. Staff Responsible for Monitoring: Administrators, Counselor, School Psychologist, Social Worker, Campus Behavior Interventionist - ESF Levers: Lever 3: Positive School Culture Funding Sources: Professional Development for Counselor and Staff; Educational Materials - 211 - Title I Part A - \$1,500	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: LIP: 85% of teachers will score exemplary on the campus instructional rubrics by May of 2027.

High Priority

Metrics:

Review Date	Data Source	Expected % to Goal	Actual % to Goal
October 2026	Campus Instructional Rubric	40%	
January 2027	Campus Instructional Rubric	50%	
April 2027	Campus Instructional Rubric	65%	
June 2027	Campus Instructional Rubric	85%	

Evaluation Data Sources: Campus Instructional Learning Walk Tool, District Reading Language Arts and Math IPG Rubrics

Strategy 1 Details					Reviews													
Strategy 1: After each assessment, teachers will analyze assessment data, make instructional implications for instruction, and plan targeted small group instruction based on the data utilizing Aware reports, MAP reports, and other classroom based formative assessments. Based on the data, teachers will be provided with professional development, print resources, manipulatives, and other materials designed to support all student learning. Strategy's Expected Result/Impact: Students will receive targeted instruction based on performance data designed to ensure mastery of TEKS resulting in an increase of AMM for the 2026-2027 school year. Staff Responsible for Monitoring: Instructional Coaches, Instructional Coordinator, Assistant Principals, EB Specialists, and Principals <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th><th>Complete</th></tr><tr><td>1</td><td>Implement a consistent data-analysis process</td><td>Leadership Team</td><td>by May 2027</td><td></td></tr></table> Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Data Binders, Professional Development Materials, and Courses - 211 - Title I Part A - \$2,000, prepared media-subscriptions for online resources - 211 - Title I Part A - \$15,290					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete	1	Implement a consistent data-analysis process	Leadership Team	by May 2027		Formative			Summative
					Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete									
					1	Implement a consistent data-analysis process	Leadership Team	by May 2027										
Oct	Feb	Apr	June															

Strategy 2 Details					Reviews			
Strategy 2: The District Reading Language Arts IPG, Math Look-Fors, Instructional Task Rubric will be used by the leadership team to identify levels (beginning, developing, proficient, exemplary) of teaching performance. Strategy's Expected Result/Impact: Plans for support for improved teaching performance will be developed and implemented based on the District Reading Language Arts and Math IPG and Instructional Task Rubric. Staff Responsible for Monitoring: Instructional Coaches, Instructional Coordinator, EB Specialist, Assistant Principals, and Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development - 211 - Title I Part A - \$695					Formative			Summative
					Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: A learning walk schedule for members of the leadership team will be implemented to ensure consistent classroom visits, observations, feedback, professional development and coaching. Strategy's Expected Result/Impact: Every classroom will receive a learning walk with feedback once or more per week. Every third through fifth grade classroom will receive a learning walk once or more per day. Increased targeted support based on learning walk data will improve instruction and lead to increased student achievement. Staff Responsible for Monitoring: Administrators, Instructional Coaches, EB Specialist, Instructional Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development, Instructional Resources - 211 - Title I Part A	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Targeted professional development opportunities will be provided throughout the school year during PLCs, faculty meetings, at District trainings, Out-of-District trainings, etc. to address instructional best practices based on our data needs. Strategy's Expected Result/Impact: Teachers and leadership team members will be equipped with the tools necessary to implement and support highly effective classroom instruction. Staff Responsible for Monitoring: Administrators, Instructional Coaches, EB Specialist, Instructional Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Professional Development Trainings, Speakers, Literature - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Adult behavior data will be discussed each week during Leadership Team Meetings and necessary adjustments will be made based on data. Strategy's Expected Result/Impact: The Leadership Team will collaborate to support and improve adult behaviors as well as reinforce positive adult behaviors. There will be a continual increase of positive adult behaviors by the end of the 2025-2026 school year which contribute to increased student growth. Staff Responsible for Monitoring: Administration, Instructional Coach, Instructional Coordinator Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: The leadership team will communicate and review campus goals, expectations, data updates, progress, and adult behavior expectations during monthly faculty meetings, PDR rotations, on the weekly staff newsletter, during PLCs, and team leader meetings. Strategy's Expected Result/Impact: Staff will continually stay abreast of progress towards campus goals, areas in need of improvement, and plans for support. They will also be given the opportunity to share input in plans to support campus goals. Staff Responsible for Monitoring: Administration, Instructional Coaches, EB Specialist, Instructional Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 7 Details		Reviews			
Strategy 7: General Education, Academic Support, Bilingual and Special Education teachers will provide additional learning time, intervention, tutorials, and summer learning to all students, as well as particularly at-risk students and targeted sub population students to meet the challenging state academic standards. Strategy's Expected Result/Impact: Students will show growth on STAAR, CBA's, KLA's and MAP assessments Staff Responsible for Monitoring: Instructional coaches, academic support teachers, instructional coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Academic Support Teacher, materials, professional development and technology - 211 - Title I Part A - \$350,056		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label. Root Cause: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.
Student Learning
Problem Statement 1: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continuously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. Root Cause: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: FitnessGram, Class Observation, Formative and Summative fitness skill assessments.

Strategy 1 Details	Reviews			
Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. This committee will also plan the campus' annual CATCH Night which will be held October 23rd. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators, Physical Education Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. Staff Responsible for Monitoring: Administrators, Physical Education Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3: The percent of Hutsell elementary 3rd grade students who achieve meets and above in Reading will increase to 49% by July 2027.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in before and after school tutorials for targeted intervention focus TEKS. Strategy's Expected Result/Impact: Increase Meets and above percentages in Reading. Staff Responsible for Monitoring: Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: HMH Resources, Extra Duty Pay for Tutors - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: All staff members and students will be provided with instructional materials, technology, and professional development for reading. Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 Funding Sources: Instructional materials, professional development, technology, online subscriptions - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label. **Root Cause:** Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.

Student Learning

Problem Statement 1: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continuously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. **Root Cause:** Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percent of Hutsell 3rd grade elementary students who achieve meets and above in Math will increase to 43% by July 2027.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details		Reviews			
Strategy 1: Students will participate in daily tutorials and instructional materials and technology during the school day for targeted intervention focus TEKS. Students will participate in before and after school tutorials. Strategy's Expected Result/Impact: Increase performance in meets and above for STAAR Math. Staff Responsible for Monitoring: Instructional Coach, Administrators, Instructional Coordinator Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Think Up Math, Fast Focus - 211 - Title I Part A - \$4,000		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: All staff members and students will be provided with instructional materials, technology, and professional development for math. Strategy's Expected Result/Impact: Increase meets and above in math. Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 Funding Sources: Instructional materials, professional development, technology, online subscriptions - 211 - Title I Part A - \$5,000		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label. Root Cause: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: The percent of Hutsell 3rd grade elementary students who achieve approaches, meets, and masters in Science will increase to 45% by July 2027.

Evaluation Data Sources: STAAR, MAP, CBAs

Strategy 1 Details	Reviews			
Strategy 1: All staff members and students will be provided with instructional materials, technology, and professional development for science. Strategy's Expected Result/Impact: Increase performance in approaches, meets, and masters for STAAR Science. Staff Responsible for Monitoring: Instructional coaches, administrators Title I: 2.51, 2.52, 2.53 Problem Statements: Demographics 1 Funding Sources: Instructional materials, technology, online subscriptions, professional developing - 211 - Title I Part A - \$6,000	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label. Root Cause: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Provide targeted, differentiated instruction and progress monitoring, using integrated second language acquisition methods to ensure equitable access to grade-level content and measurable growth in all domains.

Evaluation Data Sources: TELPAS and STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated, grade-level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist & Administrators Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. Root Cause: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 7: Ensure effective implementation of language programs by providing differentiated instructional support, aligning classroom practices with program content goals, and maintaining fidelity to district-approved program models to maximize student language development across all grade levels.

Evaluation Data Sources: Observation tools, student work, EB student language and academic progress data.

Strategy 1 Details		Reviews			
Strategy 1: Conduct regular classroom walkthroughs to monitor fidelity to district-approved language program models and alignment of instructional practices with program expectations. Strategy's Expected Result/Impact: Teachers will demonstrate increased fidelity to language program models and more consistent use of differentiated language supports aligned to EB students' needs, resulting in increased student engagement and improved language development. Staff Responsible for Monitoring: EB Specialist & Administrators Problem Statements: Student Learning 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. Root Cause: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: This year, 90% of students will make a year's growth on MAP (Measures of Academic Progress) assessments by May of 2027.

High Priority
Evaluation Data Sources: Amira, CBAs, and MAP Assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will engage in individual data meetings at least once per month with the instructional coaches, instructional coordinators, and administrators throughout the school year with a specific focus on continuously enrolled students. Strategy's Expected Result/Impact: The instructional coaches and leadership team will be able to design personalized support for teachers based on data in order to support student learning and professional growth. Staff Responsible for Monitoring: Instructional Coaches, EB Specialists, Instructional Coordinator, and Administrators Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Literature for Instructional Best Practices - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label. Root Cause: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.

Student Learning

Problem Statement 1: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continuously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. **Root Cause:** Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: All classroom teachers will be ESL certified within one year of their hire date.

Evaluation Data Sources: State Certification

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary training and classes to have all teachers complete their ESL certification within the first year of teaching at Hutsell. Strategy's Expected Result/Impact: Obtained ESL certification Staff Responsible for Monitoring: ESL Teachers, EB Specialist, Team Leader, Administration, KISD ESL Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: The School Management pillar on the District culture and climate survey will be at or above the District by May 2027.

High Priority

Evaluation Data Sources: District Culture and Climate Survey Results

Strategy 1 Details		Reviews			
Strategy 1: The leadership team will review the campus' results from the District and Climate Survey during leadership team meetings and discuss actions needed to address staff concerns and/or celebrations. Strategy's Expected Result/Impact: Staff members will feel that their voices are being heard and that their input is being considered during the leadership team's decision-making processes throughout the school year. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, Counselor, Instructional Coaches, EB Specialists, Title I Coordinator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Teacher Appreciation Activities and Resources - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: The leadership team will implement monthly staff appreciation activities and will participate in the annual job fair to recruit new teachers. Strategy's Expected Result/Impact: Hutsell's staff will feel appreciated, encouraged, and empowered to serve in their roles at their greatest potential. Staff Responsible for Monitoring: Principal, Assistant Principals, EB Specialist, Instructional Coordinator, Instructional Coaches, and Counselor TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Teacher Appreciation Activities and Resources - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Each month, one team will host a Hanging Outside the Hive activity to promote relationships and improve school culture. Strategy's Expected Result/Impact: Higher school staff morale Staff Responsible for Monitoring: Leadership team TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: The leadership team will review culture and climate data during weekly leadership meetings. During these meetings, we will share ideas and make plans for actions to increase the School Management pillar.

Strategy 1 Details	Reviews			
Strategy 1: We will use AI generated ideas from the Pulse platform for actions to take to improve school management. We will provide regular feedback, opportunities for staff to share input through the "How Ya' Feeling, Hutsell?" survey in each weekly newsletter. Strategy's Expected Result/Impact: Increased Pulse Survey Pillars for School Management Staff Responsible for Monitoring: Leadership Team	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Hutsell will continue to promote parent and family engagement and provide multiple opportunities to share information and gather input from parents and community members.

Evaluation Data Sources: Sign-in sheets from family engagement events

Strategy 1 Details	Reviews			
Strategy 1: Continue providing parent and family engagement activities and resources such as trainings, student materials, print resources, distribution of the parent and family engagement policy and school-parent compact, school and grade-level electronic newsletters, and events. Strategy's Expected Result/Impact: Increased family participation and involvement; increased student achievement Staff Responsible for Monitoring: Title I Coordinator; Campus Volunteers in Public Schools Liaison, Partners in Education Liaison; Campus Leadership Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Smores Newsletter Subscription, supplies for family engagement events - 211 - Title I Part A - \$1,360, Flyers for the activities for the year - 211 - Title I Part A - \$579, Snacks and supplies for parent meetings - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Hutsell will engage parents in multiple volunteer opportunities to support active engagement in students' educational experience. Strategy's Expected Result/Impact: Increased volunteer hours; increased number of participants in programs such as Watch D.O.G.S., All Pro Dads, KEYS Mentors, Take Me Fishing Hutsell, and extracurricular events Staff Responsible for Monitoring: Title I Coordinator; Campus Volunteers in Public Schools Liaison, Partners in Education Liaison Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Supplies for parent engagement events - 211 - Title I Part A - \$1,300	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Hutsell will host transitional events for Pre-K going to kindergarten and 5th grade going to 6th grade students and parents. Strategy's Expected Result/Impact: Increase parent collaboration and involvement in student learning. Staff Responsible for Monitoring: Instructional coaches and counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: materials - 211 - Title I Part A - \$4,600	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Hutsell will advertise and provide event flyers for Title III: Family STEAM Night. Strategy's Expected Result/Impact: To increase the opportunities for family engagement activities for parents of EB students. Staff Responsible for Monitoring: EB Specialist	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: (LIP) The percentages of Hutsell's continuously enrolled sub populations did not meet targets in 2026 resulting in a Targeted support and improvement (TSI) label. Root Cause: Teachers need targeted and ongoing professional development and instructional support to facilitate student growth.
Perceptions
Problem Statement 1: Hutsell is looking for new ways to invite and empower parents to play an active role in our school community. Root Cause: There is a need for new strategies designed to attract new volunteers and retain current volunteers.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Parents will receive information on the virtual engagement events for parents of Emergent Bilingual students.

Evaluation Data Sources: Community Newsletters, Social Media, Blackboard Messaging System

Strategy 1 Details	Reviews			
Strategy 1: Advertise and provide Title III event flyers for: Parent Engagement - Enhancing Educational Supports for EB Students; Family Engagement - Empowering Families through Helpful Resources; and Community Engagement - Fostering Statewide Community Connections for Families of EB Students Strategy's Expected Result/Impact: Parents will learn about enhancing educational supports, empowering families through helpful resources, and fostering statewide community connections for families of EB students. Staff Responsible for Monitoring: Administrators, EB Specialist TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1 Funding Sources: Snacks and materials for parent meetings - 211 - Title I Part A - \$500	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Hutsell is looking for new ways to invite and empower parents to play an active role in our school community. Root Cause: There is a need for new strategies designed to attract new volunteers and retain current volunteers.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 3: Parents of emergent bilingual students will be offered a resource and training designed to give them an opportunity to gain a better understanding of the Texas English Language Proficiency Assessment System (TELPAS).

Evaluation Data Sources: TELPAS Training

Strategy 1 Details	Reviews			
Strategy 1: Title III Parent Engagement Event - Navigating TELPAS: A Parent's Guide to the English Language Assessment System Strategy's Expected Result/Impact: Parent Education of the TELPAS System Staff Responsible for Monitoring: EB Specialist Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. Root Cause: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 4: Parents of emergent bilingual students will be provided with the following training: "A Parent's Guide to Supporting Students' Language Journey at Home."

Strategy 1 Details	Reviews			
Strategy 1: The bilingual, administration, and ESL teams will plan the parental involvement event. This will include enrolling in the district OOL Canvas course for Family PD, marketing the event, and holding the event on February 12, 2026. Strategy's Expected Result/Impact: To educate families of emergent bilingual students on how to support language at home. Staff Responsible for Monitoring: EB Specialist Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: (LIP) A review of 2026 student assessment data indicates that multiple subpopulations (continously enrolled, African American, emergent bilingual, and white) at Hutsell scored below the district average in Reading Language Arts (RLA), Mathematics, and Science. Root Cause: Teachers need to be provided with additional learning to determine when they should provide appropriate scaffolding while allowing students to productively struggle. This performance gap highlights a critical need to strengthen teacher capacity in analyzing assessment data to design and implement targeted, instructional strategies.

Goal 6: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: The number of student discipline referrals will decrease by 20% by May of 2026.

High Priority

Evaluation Data Sources: Katy ISD Discipline Dashboard

Strategy 1 Details		Reviews			
Strategy 1: The PBIS/House Committee and CARE Team will meet monthly to discuss discipline data and trends to identify targeted behaviors in need of support. Strategy's Expected Result/Impact: Plans will be developed and implemented to address targeted student behavior. Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coordinator, and Counselor Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 2 Funding Sources: PBIS Rewards App; professional development; literature/resources for behavior strategies - 211 - Title I Part A - \$2,685		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: MTSS-B collaboratives will be held every nine weeks to identify students in need of intervention and to review/update/monitor intervention plans to provide a well-rounded education for all students. Strategy's Expected Result/Impact: Targeted Tier I, II, and III intervention plans will be implemented to support student behaviors. Staff Responsible for Monitoring: Instructional Coordinator, School Psychologist, Campus Behavior Interventionist, Administrators - TEA Priorities: Improve low-performing schools Funding Sources: PRIM Manual - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Discipline data shows that there was an increase in discipline referrals from 2024-2025 to 2025-2026. **Root Cause:** There is a need for professional development for teachers in the area of classroom management and determining when to refer a student for discipline.

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	After each assessment, teachers will analyze assessment data, make instructional implications for instruction, and plan targeted small group instruction based on the data utilizing Aware reports, MAP reports, and other classroom based formative assessments. Based on the data, teachers will be provided with professional development, print resources, manipulatives, and other materials designed to support all student learning.
2	3	1	Students will participate in before and after school tutorials for targeted intervention focus TEKS.
2	4	1	Students will participate in daily tutorials and instructional materials and technology during the school day for targeted intervention focus TEKS. Students will participate in before and after school tutorials.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

On February 19, 2026 at 3:30 PM at Hutsell Elementary, Hutsell conducted the first of three C.A.T Campus Needs Assessment meetings. During the first meeting, data was shared and members were able to analyze the data to provide input in all four areas of the CNA. Additionally, members received copies of the 2025-2026 CIP for review. Team members worked in groups and completed an activity in which all groups shared their findings/input with the whole group to determine strengths and problems.

During the second meeting on April 30, 2026 at 3:30 PM at Hutsell Elementary, strengths, problems, data, and other items were summarized, committee members voted on priority problem statements and a root cause analysis was conducted, and committee members were informed that their input would be used to develop the CIP for the 2026-2027 school year. Campus and district assessment data results were used to guide problem statements.

During the third CNA meeting, the committee finalized problem statements, root causes, and strategies to be used to guide the development of the CIP.

Stakeholders from the 2025-2026 School Year (who collaborated to build the 2025-2026 needs assessment):

Shaunta Smith - Principal

Timothy Hurt- Student Support Administrator (other school leader)

Rocio Sokol - Assistant Principal (other school leader)

Brooke De La Garza - Assistant Principal (other school leader)

Linda Garcia - Title I Teacher

Katherine Hodgins - Counselor/Specialized School Support

Wendy Cox - Instructional Coach/ Other School leader

Christian Chavez - Title I Instructional Coordinator/Other School leader

Michelle Luster - District Representative

Vivian Muldune - District Title I Specialist

Tien Nguyen - Community Member

Jorge Gonzalez-Community Member

Araceli Quintero - Para-professional

Ana Betanzos - Para-professional

Margarita Bhattacharya- Parent

Maria Jackson - Parent

Arely Espinosa-Parent

Nicole Padilla - Teacher

Katelynn Hancock - Librarian/ Specialized School Support

Myla Fales - SPED Teacher

Tosha Jones - Academic Support Teacher

Yvonne Voorhees - Teacher

Alejandro Cortes-Teacher

Erica Edwards - Title I Teacher

Daniela Morales - Diagnostician

Data Documentation:

Demographics - TAPR Report, Student demographics from Principal Dashboard, discipline records, attendance and Mobility reports

Student Learning - STAAR Preliminary Results, CBA and KLA data for Math, Growth Reports and Module Assessments for RLA, Science CBAs, and Retention/Placement data from Counselor

School Processes & Programs - School data/information regarding school programs, MTSS data, community input

Perceptions - school surveys, teacher, community, parent input from CAT meetings

1.2: Location for Evidence of Multiple Meetings Held

Stakeholders from the 2025-2026 School Year (who collaborated to build the 2025-2026 needs assessment):

Shaunta Smith - Principal

Timothy Hurt- Student Support Administrator (other school leader)

Rocio Sokol - Assistant Principal (other school leader)

Brooke De La Garza - Assistant Principal (other school leader)

Linda Garcia - Title I Teacher

Katherine Hodgins - Counselor/Specialized School Support

Wendy Cox - Instructional Coach/ Other School leader

Christian Chavez - Title I Instructional Coordinator/Other School leader

Michelle Luster - District Representative

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Tien Nguyen - Community Member

Jorge Gonzalez-Community Member

Araceli Quintero - Para-professional

Ana Betanzos - Para-professional

Margarita Bhattacharya- Parent

Maria Jackson - Parent

Arely Espinosa-Parent

Nicole Padilla - Teacher

Katelynn Hancock - Librarian/ Specialized School Support

Myla Fales - SPED Teacher

Tosha Jones - Academic Support Teacher

Yvonne Voorhees - Teacher

Alejandro Cortes-Teacher

Erica Edwards - Title I Teacher

Daniela Morales - Diagnostician

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The Campus Improvement Plan Committee met on **August 24, 2026** from 1:30 to 3:30. The meeting agenda, minutes and sign-in sheet will be uploaded into the Title I CRATE.

2.2: Stakeholders 1114(b)(2)

Stakeholders from the 2025-2026 School Year (who collaborated to build the 2025-2026 needs assessment):

Shaunta Smith - Principal

Timothy Hurt- Student Support Administrator (other school leader)

Rocio Sokol - Assistant Principal (other school leader)

Brooke De La Garza - Assistant Principal (other school leader)

Linda Garcia - Title I Teacher

Katherine Hodgins - Counselor/Specialized School Support

Wendy Cox - Instructional Coach/ Other School leader

Christian Chavez - Title I Instructional Coordinator/Other School leader

Michelle Luster - District Representative

Vivian Muldune - District Title I Specialist

Tien Nguyen - Community Member

Jorge Gonzalez-Community Member

Araceli Quintero - Para-professional

Ana Betanzos - Para-professional

Margarita Bhattacharya- Parent

Maria Jackson - Parent

Arely Espinosa-Parent

Nicole Padilla - Teacher

Katelynn Hancock - Librarian/ Specialized School Support

Myla Fales - SPED Teacher

Tosha Jones - Academic Support Teacher

Yvonne Voorhees - Teacher

Alejandro Cortes-Teacher

Erica Edwards - Title I Teacher

Daniela Morales - Diagnostician

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan will be provided via the Campus Website a PDF will also be available in the front office. The Plan will be in English and Spanish, other languages are available upon request.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Hutsell will ensure that any strategy in which Title I funds have been allocated with also be tied to a Title I Element.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The Campus Improvement Plan will be evaluated quarterly October, February, April, June via Plan4Learning. A Campus Needs Assessment will be conducted at the end of the School Year and a Summative review will be uploaded into the Title I CRATE.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development for Counselor and Staff; Educational Materials		\$1,500.00
2	1	1	Data Binders, Professional Development Materials, and Courses		\$2,000.00
2	1	1	prepared media-subscriptions for online resources		\$15,290.00
2	1	2	Professional Development		\$695.00
2	1	3	Professional Development, Instructional Resources		\$0.00
2	1	4	Professional Development Trainings, Speakers, Literature		\$1,000.00
2	1	7	Academic Support Teacher, materials, professional development and technology		\$350,056.00
2	3	1	HMH Resources, Extra Duty Pay for Tutors		\$5,000.00
2	3	2	Instructional materials, professional development, technology, online subscriptions		\$5,000.00
2	4	1	Think Up Math, Fast Focus		\$4,000.00
2	4	2	Instructional materials, professional development, technology, online subscriptions		\$5,000.00
2	5	1	Instructional materials, technology, online subscriptions, professional developing		\$6,000.00
3	1	1	Literature for Instructional Best Practices		\$500.00
4	1	1	Teacher Appreciation Activities and Resources		\$1,000.00
4	1	2	Teacher Appreciation Activities and Resources		\$1,000.00
5	1	1	Flyers for the activities for the year		\$579.00
5	1	1	Snacks and supplies for parent meetings		\$1,000.00
5	1	1	Smores Newsletter Subscription, supplies for family engagement events		\$1,360.00
5	1	2	Supplies for parent engagement events		\$1,300.00
5	1	3	materials		\$4,600.00
5	2	1	Snacks and materials for parent meetings		\$500.00
6	1	1	PBIS Rewards App; professional development; literature/resources for behavior strategies		\$2,685.00
6	1	2	PRIM Manual		\$500.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$410,565.00



The Percent of **Hutsell** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 46% to 51% by July 2029.

Hutsell: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	46%	42%	50%			
		State Rate	46%	49%	50%			
		Met State Rate	Yes	No	Yes			
		Internal Goal	-	47%	48%	49%	50%	51%
		Met Internal Goal	-	No	Yes			

Hutsell: Targets	3rd Grade Reading Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	6	50%	95	42%	27	56%	0		2	50%	0		4	50%	44	11%	105	44%	65	28%
		2025 Actual	4	0%	71	38%	20	70%	0		1	0%	0		3	33%	32	25%	65	37%	48	23%
		2026 Target																35%				33%
		2026 Actual	11	18%	80	46%	25	76%	0		0		0		6	50%	38	29%	88	44%	51	45%
		Met Target																N				Y
		2027 Target		28%														39%				

The Percent of **Hutsell** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 25% to 30% by July 2029.

Hutsell: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	25%	38%	42%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	26%	39%	43%	44%	45%
		Met Internal Goal	-	Yes	Yes			

MET 2029 Goal in 2025
MET 2029 Goal in 2026

Hutsell: Targets	3rd Grade Math Meets or Above		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	6	17%	95	23%	26	35%	0		2	0%	0		4	25%	43	5%	104	20%	65	11%
		2025 Actual	4	0%	71	37%	21	57%	0		1	0%	0		3	0%	33	24%	65	35%	48	33%
		2026 Target				47%																43%
		2026 Actual	11	18%	80	44%	25	48%	0		0		0		6	33%	38	18%	88	40%	51	43%
		Met Target				N																Y
		2027 Target		28%				58%														