

Lamar Consolidated Independent School District

Hubenak Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Heart of a leader

Unique in design

Strong in spirit, and in mind

Kindness is what we're about

Involving everyone-leaving no one out

Exceptional effort is what we give

Striving for excellence is how we live.

Hubenak Huskies - Leaders of the Pack!

Vision

To empower students and staff to discover their full potential and challenge them to achieve more than they believe is possible.

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 - Goal 2: By June 2025, 3rd through 5th-grade students in all subpopulation groups (including special education students) will increase their academic performance in approaches, meets, and masters categories, as noted below and measured by their Reading STAAR assessment. 3rd Grade Reading will increase to 92% approaches, 72% meets, 43% masters 4th Grade Reading will increase to 97% approaches, 82% meets, 43% masters 5th Grade Reading will increase to 94% approaches, 81% meets, 45% masters 21

Goal 3: By June 2025, we will increase the number of students scoring a composite of Advanced High in grades 3-5, as indicated on the 2024-25 TELPAS results. 3rd grade will increase by 2% from 25%-27%. 4th grade will increase by 2%, from 63%-65%. 5th grade will increase by 2% from 48%-50%.	26
Goal 4: We will increase the percentage of growth in grades 1-2 by June 2025, as indicated on the Spring 2024-2025 MAP results. 1st grade will increase by 3% in reading from 48%-51%. 2nd grade will increase by 3% in reading from 27%-30%.	29
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

During our first meeting on June 18, 2024, the campus team analyzed various data points to identify key growth areas for our school. Through collaborative discussions and insightful questions, we established four focus areas to drive our efforts this year.

Hubenak Elementary is excited to announce our transition from a closed campus to an open-enrollment campus. This change presents opportunities and challenges, as we will welcome students zoned to us for the first time, each with diverse educational backgrounds, whom we must assess quickly and support effectively.

Over 30% of our teaching staff is new this year, and half of the core team is stepping into new roles. This influx of fresh perspectives and expertise offers a remarkable opportunity for collaboration, allowing our staff to learn from one another and grow together as a unified team.

Our commitment to engaging parents and the community is a top priority, ensuring that public perception of our school remains positive. We will host various enriching events to foster this connection, including curriculum engagement nights, October parent conferences, and community connection meetings. We encourage all parents to stay involved and will provide weekly communications to keep all stakeholders informed.

I would like to express our heartfelt gratitude to the CNA team for their unwavering dedication and hard work over the summer. Their efforts have been instrumental in crafting a comprehensive plan of action for our school. We are excited to implement their recommendations and look forward to a transformative year at Hubenak Elementary!

Comprehensive Needs Assessment Committee Members

Carrie Flores, Principal

Tamela Allen, Assistant Principal

Katherine Leverence, Assistant Principal

Ms. Bradshaw, Counselor

Ms. Walcher, Counselor

Ms. Glassco, Classroom Teacher

Ms. Tracy Nguyen, Classroom Teacher

Ms. Misty Ortega, EB Specialist

Demographics

Demographics Summary

Joe Hubenak Elementary is a pre-K through 5th-grade campus within the Lamar Consolidated ISD. During the 2024-2025 school year, our campus transitioned from a closed status due to district rezoning and has since welcomed students zoned to Hubenak to return. This transition from a closed to an open enrollment campus has established our position as one of the largest elementary schools in LCISD, with a current enrollment of 1,174 students.

Our latest enrollment data reveals a diverse student population: 25% White, 27% African American, 24% Hispanic, 20% Asian, and 4% identifying as two or more races. Additionally, 33.62% of our students are classified as economically disadvantaged, and 36.36% are emergent bilingual students receiving ESL services. We also support 13.46% of our student body through special education programs, with 2.49% identified as 504 students. Furthermore, 9.86% of our students are recognized as gifted and talented. Our gender distribution has a balance, with 48% students identifying as female and 52% as male.

There are 67 teachers on staff at Hubenak Elementary. The breakdown is as follows: 53 classroom teachers, 5 elective teachers, 3 resource teachers, 4 special education teachers that serve in the ECSE and SLC classrooms, 1 full time dyslexia teacher, and 1 Vietnamese teacher. This year 31% of the teachers are new to Hubenak Elementary.

Population by Grade Level

EE	Pre-K	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Total
16	83	179	162	201	184	189	160	1174

Breakdown by Ethnicity

Asian	Black African American	Native Hawaiian Pacific Islander	Hispanic Latino	White	Two or More
20%	27%	0.09%	24%	25%	4 %

Demographics Strengths

Our diverse student population reflects the richness of our county, and this diversity is a source of great pride at Hubenak Elementary. Currently, 43% of our students qualify as at risk, with 36% meeting this criterion due to language classification. Our campus is home to at least 45 different spoken languages, with English, Arabic, Vietnamese, and Spanish being the most prevalent. In recent years, we have proudly been recognized as the district's most diverse campus.

To support our emergent bilingual learners on their journey to English proficiency, Hubenak has employed a full-time Vietnamese teacher who provides ongoing assistance to our

Vietnamese students. Additionally, our Emergent Bilingual Coach works closely with staff to implement effective language supports during instruction, enhancing language development across the curriculum. This year, all returning teachers are certified, and new staff members are expected to obtain their ESL certification.

Our campus features four full-day Pre-K classrooms, two early childhood special education classrooms, and two structured learning classrooms. We are dedicated to fostering an inclusive environment that maintains high expectations for all students through differentiated and intensive instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There can be a disconnect with parents when it comes to communication about how well their children are doing or how much support their child needs.

Root Cause: The difference between the educational systems that the parents may have experienced, and the limited availability of fluent translators can create significant barriers to effective communication and engagement.

Student Learning

Student Learning Summary

Average Growth for 1st Grade MAP:

Average Growth from Fall to Spring:

Reading: 16.74 RIT points

Math Growth: 19.78 RIT points

Subject Areas Showing the Most Growth

Math shows more growth (19.78 RIT points) compared to Reading (16.74 RIT points).

Average Growth for 2nd Grade MAP:

Fall 2023-2024 Averages:

Reading: 182.27

Math: 180.59

Science: 185.62

Subject Areas Showing the Most Growth:

The math showed the most growth, with an average RIT score increase of 14.68 points from Fall to Spring, followed by Reading (7.77 points) and Science (7.74 points).

3rd Grade TELPAS

Proficiency Rating	Listening	Speaking	Writing	Reading
Advanced High	39	7	4	26
Advanced	11	22	22	10
Intermediate	0	21	21	13
Beginning	1	1	4	2

4th Grade TELPAS

Proficiency Rating	Listening	Speaking	Writing	Reading
Advanced High	25	8	8	34
Advanced	12	24	24	3
Intermediate	1	6	5	0
Beginning	0	2	1	1

5th Grade TELPAS

Proficiency Rating	Listening	Speaking	Writing	Reading
Advanced High	21	10	19	29
Advanced	15	17	12	9
Intermediate	5	12	10	3
Beginning	2	2	0	0

3rd Grade STAAR

	May 2024 STAAR Reading Language Arts, Grade 3							May 2024 STAAR Mathematics, Grade 3					
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets
Hubenak Elementary	183	33	1539	62.82%	90.71%	70.49%	41.53%	183	23	1520	62.83%	87.43%	
Economic Disadvantage	64	30	1492	56.85%	82.81%	62.50%	29.69%	64	22	1493	59.33%	81.25%	
Asian	40	37	1609	72.07%	97.50%	87.50%	57.50%	40	26	1586	71.08%	92.50%	
Black/African American	49	30	1500	57.93%	81.63%	63.27%	30.61%	49	21	1484	58.03%	85.71%	
Hispanic	39	31	1523	60.31%	92.31%	64.10%	33.33%	39	23	1511	60.98%	84.62%	
Two or More Races	7	35	1568	67.58%	100%	85.71%	57.14%	7	25	1530	66.41%	100%	
White	48	32	1530	61.46%	91.67%	66.67%	43.75%	48	23	1509	61.82%	85.42%	
Currently Emergent Biling	51	31	1518	59.62%	90.20%	58.82%	35.29%	51	23	1514	61.31%	82.35%	
First Year of Monitoring	1	48	1814	92.31%	100%	100%	100%	1	34	1789	91.89%	100%	
Special Ed Indicator	18	19	1341	36.54%	50%	33.33%	0%	18	15	1363	40.84%	44.44%	

4th Grade STAAR

	May 2024 STAAR Reading Language Arts, Grade 4							May 2024 STAAR Mathematics, Grade 4				
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level (TX)	Masters Grade Level (TX)	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level
Hubenak Elementary	143	35	1646	66.38%	96.50%	77.62%	45.45%	143	28	1673	70.63%	97
Economic Disadvantage	42	35	1647	66.99%	97.62%	80.95%	40.48%	42	27	1651	68.27%	97
Asian	31	36	1670	69.67%	100%	80.65%	58.06%	31	32	1747	79.35%	97
Black/African American	43	34	1635	64.85%	93.02%	74.42%	37.21%	43	26	1623	64.30%	95
Hispanic	32	33	1619	63.22%	96.88%	75%	37.50%	32	28	1664	69.45%	93
Two or More Races	7	36	1658	68.68%	100%	85.71%	57.14%	7	28	1663	70.36%	97
White	30	35	1660	68.01%	96.67%	80%	50%	30	29	1680	72%	97
Currently Emergent Biling	38	36	1652	68.62%	100%	86.84%	50%	38	28	1667	71.12%	97
First Year of Monitoring	4	43	1791	82.21%	100%	100%	75%	4	35	1817	86.25%	97
Third Year of Monitoring	1	44	1777	84.62%	100%	100%	100%	1	37	1885	92.50%	97
Special Ed Indicator	11	23	1492	43.71%	81.82%	36.36%	0%	11	23	1563	56.36%	90

5th Grade STAAR

	May 2024 STAAR Science, Grade 5							May 2024 STAAR Mathematics, Grade 5							May 2024 STAAR Reading Language Arts, Grade 5		
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total Students	Raw Score	Scale Score
Hubenak Elementary	144	24	4042	62%	78.47%	52.08%	25%	144	29	1746	70.07%	93.75%	78.47%	38.89%	144	36	1746
Economic Disadvantage	53	22	3897	57.04%	71.70%	37.74%	16.98%	53	27	1698	64.65%	88.68%	66.04%	32.08%	53	34	1746
Asian	31	27	4252	68.40%	90.32%	64.52%	35.48%	31	30	1771	71.81%	90.32%	80.65%	48.39%	31	36	1746
Black/African American	36	23	3915	57.69%	72.22%	44.44%	19.44%	36	28	1714	65.81%	94.44%	66.67%	25%	36	36	1746
Hispanic	31	24	4000	60.79%	74.19%	45.16%	25.81%	31	30	1761	71.43%	96.77%	77.42%	35.48%	31	36	1746
Native Hawaiian/Pacific Islander	1	25	4000	64.10%	100%	100%	0%	1	26	1666	61.90%	100%	100%	0%	1	44	1746
Two or More Races	5	29	4365	73.33%	100%	80%	20%	5	31	1753	73.33%	100%	100%	40%	5	39	1746
White	40	24	3986	60.38%	75%	50%	22.50%	40	30	1746	71.31%	92.50%	85%	47.50%	40	36	1746
Currently Emergent Bilingual	40	22	3850	55.77%	65%	37.50%	20%	40	28	1723	67.38%	87.50%	70%	40%	40	34	1746
First Year of Monitoring	6	33	4849	83.76%	100%	100%	66.67%	6	37	1971	88.49%	100%	100%	83.33%	6	48	1746
Third Year of Monitoring	1	35	4948	89.74%	100%	100%	100%	1	33	1776	78.57%	100%	100%	100%	1	48	1746
Special Ed Indicator	13	16	3469	41.81%	30.77%	23.08%	7.69%	13	18	1553	43.41%	61.54%	30.77%	0%	13	23	1746

Student Learning Strengths

GRA:

81.54% of kindergarten students were on or above reading level at the end of the year.

92.74% of 1st graders were on or above reading level at the end of the year.

94.25% of 2nd graders were on or above reading level at the end of the year.

TELPAS:

3rd: 13 students scored advanced high as a composite score

4th: 24 students scored advanced high as a composite score

5th: 20 students scored advanced high as a composite score

STAAR:

4th grade students demonstrated a higher proficiency in reading than most other students in the district.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: With the expected return of several hundred new students, there is an urgent need to quickly assess and understand their social-emotional and academic needs. We are seeing an increase in the demand for special education services, social-emotional learning (SEL) supports, and academic assistance. The identified needs will be addressed using the existing resources available at the school. **Root Cause:** Hubenak Elementary has been a closed campus for the last 3 school years. During the 2024-2025 school year, our campus will transition to being an open school accepting all of the zoned students including ones that have been enrolled at other campuses.

Problem Statement 2: There can be a disconnect with parents when it comes to communication about how well their children are doing or how much support their child needs. **Root Cause:** The difference between the educational systems that the parents may have experienced, and the limited availability of fluent translators can create significant barriers to effective communication and engagement.

Problem Statement 3: SPED students score lower in all assessments (SPED, STAAR, GRA). **Root Cause:** SPED students need more time, differentiation, repetition.

Problem Statement 4: We are a campus of high achievers, but show low growth. **Root Cause:** Students come in at grade level, teachers need support teaching above their grade level.

Problem Statement 5: Students continue to struggle with writing quality ECRs. **Root Cause:** Students need further instruction and examples of high quality ECRs.

School Processes & Programs

School Processes & Programs Summary

To meet and exceed our campus goals, Hubenak implements school processes to include weekly PLCs, quality Tier 1 instruction, MTSS, frequent reviews of assessment data, implementation and adjustment of student IEPs, and high levels of staff collaboration. We will consistently implement research-based strategies at all grade levels throughout each subject area. Instructional Coaches will attend weekly PLCs to provide ongoing support and resources.

MTSS progress monitoring will occur for students receiving tiered interventions throughout each grading period.

A campus emphasis will be placed on student accountability and consistent campus expectations, specifically in the areas of student higher-order thinking and student discourse.

A dedicated school-wide intervention time (PAWS Time) will continue to be implemented in K-5. During this time, small group interventions will be provided to students in both reading and math. In addition, HB4545 accelerated instruction will be provided during PAWS Time and before and after school tutorials.

A campus CORE team meets weekly to discuss instructional strengths/needs and campus activities.

School Processes & Programs Strengths

Hubenak strives to maintain a strong partnership among all stakeholders through collaboration and consistent communication. Hubenak has a dedicated PTA that provides many enrichment activities for our students and funds school field trips. Throughout the school year, Hubenak seeks opportunities to welcome families to the campus through various events and activities. Some of these activities include book fairs, reading nights, Spirit Nights, Veteran's Day Program, School Dances, Winter/Spring Parties, Parent Information Nights, Red Ribbon Week, No Place for Hate activities, Character Counts, Spring Carnival, various grade level events, Language Academy, 5th-grade musical, and ESL information nights to name a few.

As one of the largest elementary campuses, communication is key to maintaining high success levels. Teachers communicate weekly with parents through newsletters and Canvas pages. School administration sends a weekly staff newsletter. Social media is utilized to communicate important events and share important reminders. The principal shares a family newsletter to provide families with updates, reminders, and other important information.

Teachers attend weekly PLC meetings, monthly staff meetings, and quarterly KidChat meetings, work with instructional coaches, and engage in professional development at the campus, district, and regional levels. Teachers work with campus counselors with individual students and classroom lessons.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Math interventions are inconsistent across grade levels. **Root Cause:** Lack of an interventionist and time as reading has historically taken a priority.

Problem Statement 2: Lack of differentiation between K-2 and 3-5 for rewards and positive reinforcers. **Root Cause:** Limited time and space to differentiate.

Perceptions

Perceptions Summary

According to the 23-24 Campus Climate Survey, staff and parents graded Hubenak Elementary on the overall quality of the school as follows:

Staff perception of overall quality of the school - 81% of staff rated the campus a grade of A, 18% of staff rated the campus a grade of B, 1% of staff rated the campus a grade of C, 0% of staff rated the campus a grade of D, and 0% of staff rated the campus a grade of F.

Family perception of overall quality of the school - 73% of parents rated the campus a grade of A, 22% of parents rated the campus a grade of B, 5% of parents rated the campus a grade of C, 1% of parents rated the campus a grade of D, 0% of parents rated the campus a grade of F.

Student perception of overall quality of the school - 45% of 5th-grade students rated the campus a grade of A, 38% of 5th-grade students rated the campus a grade of B, 14% of 5th-grade students rated the campus a grade of C, 2% of 5th-grade students rated the campus a grade of D, 0% of parents rated the campus a grade of F.

Perceptions Strengths

Based on 23-24 Campus Climate Survey results, parents and staff rated Hubenak as one of the top elementary schools in the district. The highest ranking items according to the parent/guardian survey were:

- Safety: "This school is safe" received 58% "Strongly Agree" and 38% "Agree" responses.
- School Environment: Statements like "My student's school is clean" and "My student's school is well-maintained" received highly positive responses (60% and 62% "Strongly Agree").
- Inclusivity and Respect: "School leaders and staff are welcoming to families of all cultures, economic backgrounds, races/ethnicities, and religions" all received over 60% "Strongly Agree."

The highest ranking items according to campus-based staff was "There is someone I can go to in my department/school to help me with a school problem" and "My principal promotes a positive school culture".

The campus attributes these results to having an inviting campus and an open-door policy with the admin. Staff say that the admin is willing to listen and problem-solve with employees and listen to possible solutions. Staff also feel that they can talk freely with the admin, as they do not feel judged. Staff feels that grade-level teams are nonjudgmental and focus on teamwork, and their co-workers have the same goal, which is to grow all huskies.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not feel like they are consistently communicated with. **Root Cause:** Grade level communication is inconsistent.

Problem Statement 2: Parents are not familiar with our SRP. **Root Cause:** Not all parents attend beginning of the year information night.

Problem Statement 3: Parents feel that discipline is inconsistent. **Root Cause:** Parents perception is skewed when we are unable to discuss another student's consequence.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Federal Report Card and accountability data

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
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





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

Goals

Goal 1: Cultivate an inclusive and welcoming school environment where all stakeholders feel valued and engaged. This commitment ensures that everyone is informed about cultural awareness, academic achievements, and student learning, fostering a strong community and collaboration.

Performance Objective 1: Develop opportunities to celebrate cultural awareness throughout our school and family community, fostering a deeper understanding and appreciation of our diverse backgrounds and experiences.





Evaluation Data Sources: Increase student and community awareness.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: A faculty Cultural Committee will be created so that cultural awareness activities can be planned for and communicated out to both teaches and families.</p> <p>Strategy's Expected Result/Impact: Increase cultural awareness among students.</p> <p>Staff Responsible for Monitoring: Cultural committee, teachers, EB coach, and SPED team.</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Multicultural Festival will be held annually to provide an opportunity for all cultures at Hubenak to be represented and celebrated.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of different cultures</p> <p>Staff Responsible for Monitoring: Administration, Cultural Committee, Librarian</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Cultivate an inclusive and welcoming school environment where all stakeholders feel valued and engaged. This commitment ensures that everyone is informed about cultural awareness, academic achievements, and student learning, fostering a strong community and collaboration.

Performance Objective 2: The school will send home weekly communication letters to parents, providing essential updates on school events and important information regarding their child's academic progress. This proactive approach aims to foster stronger partnerships between parents and the school community.


Evaluation Data Sources: Grade level newsletters and Facebook pages.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will send home weekly communication that will include what is being taught in the classrooms and grade level events and celebrations. Each Thursday take home folders will also be sent so that parents have the opportunity to see their child's classwork and academics.</p> <p>Strategy's Expected Result/Impact: Increase in home/school communication.</p> <p>Staff Responsible for Monitoring: Classroom teachers and admin.</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The building principal will hold quarterly Family Connections meetings with parents that will increase awareness of special programs, for example gifted and talented, information about language learners and special education.</p> <p>Strategy's Expected Result/Impact: Increase in campus communication and parent engagement in the areas of academics.</p> <p>Staff Responsible for Monitoring: Building principal and Content specific leaders.</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Back to school information nights will be held both in person and virtually.</p> <p>Strategy's Expected Result/Impact: Increase in campus/home communication and parent engagement.</p> <p>Staff Responsible for Monitoring: Classroom teachers and admin</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Cultivate an inclusive and welcoming school environment where all stakeholders feel valued and engaged. This commitment ensures that everyone is informed about cultural awareness, academic achievements, and student learning, fostering a strong community and collaboration.

Performance Objective 3: Create a supportive and nurturing educational environment that prioritizes the emotional well being of students, fostering resilience, empathy, and self awareness.

Evaluation Data Sources: Evident in student-student interactions and student-staff interactions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Counselors will customize their skill-based lessons to address the specific needs of students, delivering these sessions during the innovative school day classes.</p> <p>Strategy's Expected Result/Impact: Increase in positive student relationships</p> <p>Staff Responsible for Monitoring: Classroom teachers, counselors, and admin</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PBIS & Character Counts strategies and expectations will be implemented in all common areas across the campus to enhance awareness and ensure consistency.</p> <p>Strategy's Expected Result/Impact: By using unified language and positive reinforcement, we aim to foster and promote desired behaviors among students.</p> <p>Staff Responsible for Monitoring: Classroom teachers and admin.</p>	Formative		
	Feb	Apr	June
			

Goal 2: By June 2025, 3rd through 5th-grade students in all subpopulation groups (including special education students) will increase their academic performance in approaches, meets, and masters categories, as noted below and measured by their Reading STAAR assessment.

3rd Grade Reading will increase to 92% approaches, 72% meets, 43% masters





4th Grade Reading will increase to 97% approaches, 82% meets, 43% masters

5th Grade Reading will increase to 94% approaches, 81% meets, 45% masters

Performance Objective 1: Students will have numerous opportunities to practice writing extended constructed responses (ECR) and short constructed responses (SCR) across all content areas. This approach will provide them with valuable exposure to responding effectively in diverse contexts.

Evaluation Data Sources: Evident in formal and informal walkthroughs, learning walks, classroom observations, and lesson plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ECR questions will be planned during weekly grade-level PLCs</p> <p>Strategy's Expected Result/Impact: Students will increase understanding of a good ECR response.</p> <p>Staff Responsible for Monitoring: Classroom teachers, coaches, and admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional development will be provided to the staff regarding the teaching of writing high quality ECRs and SCR's</p> <p>Strategy's Expected Result/Impact: Teachers will increase knowledge the components of teaching and modeling ECRs and SCR's.</p> <p>Staff Responsible for Monitoring: Classroom teachers, coaches, and admin.</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide opportunities for staff to calibrate student ECR's so that consistency and high quality across grade levels during ongoing professional development and extra planning time.</p> <p>Strategy's Expected Result/Impact: Increase in the consistency of scoring the ECR's and increasing confidence in the child's ability to write a strong ECR.</p> <p>Staff Responsible for Monitoring: Classroom teachers, coaches, and admin.</p>	Formative		
	Feb	Apr	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students in all grade levels will practice typing skills by having increased opportunities to respond to classroom projects and activities that require typed responses.</p> <p>Strategy's Expected Result/Impact: Evident in formal and informal walkthroughs, learning walks, observations</p> <p>Staff Responsible for Monitoring: Teachers, Instructional coaches, and admin.</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: By June 2025, 3rd through 5th-grade students in all subpopulation groups (including special education students) will increase their academic performance in approaches, meets, and masters categories, as noted below and measured by their Reading STAAR assessment.

3rd Grade Reading will increase to 92% approaches, 72% meets, 43% masters
 4th Grade Reading will increase to 97% approaches, 82% meets, 43% masters
 5th Grade Reading will increase to 94% approaches, 81% meets, 45% masters

Performance Objective 2: Ensure the academic leadership team provides all reading and math teachers with academic support to provide differentiated instruction to meet the needs of all students.

Evaluation Data Sources: Lesson Plans, informal and formal walkthroughs, observations





Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional leadership team will attend weekly PLC meetings in order to share resources and activities to meet the needs of all PK-5 students. Strategy's Expected Result/Impact: Student academic success Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Campus and district learning walks will be conducted by campus/district leadership teams to provide teacher/grade level feedback and identifying next steps. Strategy's Expected Result/Impact: Staff uses feedback to improve differentiation for tier 1 instruction. Staff Responsible for Monitoring: Campus Leadership Team	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Interventionists/tutors will help to provide academic support by working with small groups of students. Strategy's Expected Result/Impact: Student academic success Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers Funding Sources: Personnel and supplies - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$12,000	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By June 2025, 3rd through 5th-grade students in all subpopulation groups (including special education students) will increase their academic performance in approaches, meets, and masters categories, as noted below and measured by their Reading STAAR assessment.

3rd Grade Reading will increase to 92% approaches, 72% meets, 43% masters
 4th Grade Reading will increase to 97% approaches, 82% meets, 43% masters
 5th Grade Reading will increase to 94% approaches, 81% meets, 45% masters

Performance Objective 3: Ensure students are receiving accommodations and appropriate interventions represented in their academic success plan, including IEPs, 504 and ESL accommodations, HB4545 accelerated instruction, and MTSS.

Evaluation Data Sources: Documentation of IEPs, 504, Interventions, Accommodations, HB4545 documentation, MTSS, SST minutes, Classroom observations, formal and informal walk-throughs, and lesson plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Appropriate personnel will meet during PLCs to discuss interventions and review data to foster accountability on implementation of accommodations and interventions.</p> <p>Strategy's Expected Result/Impact: Student academic success</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Technology programs such as Raz-Kids, Blast, Summit K12, ST Math, Progress Learning, and Prodigy will be utilized for reading, math and English language acquisition to support at risk and special populations. Weekly usage and reports will be used to monitor progress.</p> <p>Strategy's Expected Result/Impact: Student academic success</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, and Teachers</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of data will be used to determine interventions to include before, during, and after school tutoring in addition to Paws Time. MTSS/PLCs will be utilized to document interventions and track progress of all students and subpopulations.</p> <p>Strategy's Expected Result/Impact: Student academic success</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers, and Tutors</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,632</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By June 2025, 3rd through 5th-grade students in all subpopulation groups (including special education students) will increase their academic performance in approaches, meets, and masters categories, as noted below and measured by their Reading STAAR assessment.

3rd Grade Reading will increase to 92% approaches, 72% meets, 43% masters

4th Grade Reading will increase to 97% approaches, 82% meets, 43% masters

5th Grade Reading will increase to 94% approaches, 81% meets, 45% masters

Performance Objective 4: Teachers will have access to additional planning time at least twice a month through the implementation of Innovative Days. These dedicated planning blocks will enhance the time available for educators, enabling them to improve the quality of interventions, deliver rigorous instruction, and create engaging activities for their students.

Evaluation Data Sources: Lesson plans

Engaging Activities that meet the needs of Special Education Students, GT, and general education students.

Aligned Interventions during PAWS time that include the use of Progress Learning and Level Up.

Goal 3: By June 2025, we will increase the number of students scoring a composite of Advanced High in grades 3-5, as indicated on the 2024-25 TELPAS results.





3rd grade will increase by 2% from 25%-27%.

4th grade will increase by 2%, from 63%-65%.

5th grade will increase by 2% from 48%-50%.

Performance Objective 1: Enhance the alignment of language objectives by integrating them into classroom lessons as part of high-quality Tier 1 instruction across all content areas.

Evaluation Data Sources: Evident in formal and informal walkthroughs, learning walks, classroom observations, and lesson plans.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Our Campus EB Specialist will provide training and support to teachers that will focus on language development through the use of; sentence stems, vocabulary building through the content, and how to use pictures to develop content knowledge and background.</p> <p>Strategy's Expected Result/Impact: Teachers will increase knowledge of current skills and methodologies.</p> <p>Staff Responsible for Monitoring: Classroom teachers, coaches, and admin.</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Our Vietnamese teacher will schedule pull outs during the school day to work with children that are struggling with language acquisition. Her focus will be on the writing and speaking TELPAS components.</p> <p>Strategy's Expected Result/Impact: Increase in student understanding.</p> <p>Staff Responsible for Monitoring: Classroom teachers, coaches, and admin.</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers in the primary grades, from pre-kindergarten to 2nd grade, will ensure that students have meaningful opportunities for discourse every day, through the use of music, student discourse, so that they can foster language development and enhance communication skills.</p> <p>Strategy's Expected Result/Impact: Students in the primary years tend to be less self-conscious when it comes to using language and taking risks.</p> <p>Staff Responsible for Monitoring: classroom teachers EB coach walkthroughs</p> <p>Funding Sources: Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$287,756</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By June 2025, we will increase the number of students scoring a composite of Advanced High in grades 3-5, as indicated on the 2024-25 TELPAS results.

- 3rd grade will increase by 2% from 25%-27%.
- 4th grade will increase by 2%, from 63%-65%.
- 5th grade will increase by 2% from 48%-50%.

Performance Objective 2: Increase the opportunities for students to engage in academic discourse in the classroom.

Evaluation Data Sources: Evident in formal and informal walkthroughs, learning walks, classroom observations, and lesson plans.

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporating Kagan strategies with accountability for speaking and responding in complete sentences. Strategy's Expected Result/Impact: Increase in students speaking in complete sentences. Staff Responsible for Monitoring: Classroom teachers, coaches, admin	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporating opportunities for students to practice their public speaking skills in the classroom through presentations. Strategy's Expected Result/Impact: Increase in student's confidence when speaking. Staff Responsible for Monitoring: Classroom teachers, coaches, and admin	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By June 2025, we will increase the number of students scoring a composite of Advanced High in grades 3-5, as indicated on the 2024-25 TELPAS results.

3rd grade will increase by 2% from 25%-27%.

4th grade will increase by 2%, from 63%-65%.

5th grade will increase by 2% from 48%-50%.

Performance Objective 3: Teachers will have access to additional planning time at least twice a month through the implementation of Innovative Days. These dedicated planning blocks will enhance the time available for educators, enabling them to improve the quality of interventions, deliver rigorous instruction, and create engaging activities for their students.

Evaluation Data Sources: Lesson plans

Engaging Activities that meet the needs of Special Education Students, GT, and general education students.

Aligned Interventions during PAWS time that include the use of Progress Learning and Level Up.





Goal 4: We will increase the percentage of growth in grades 1-2 by June 2025, as indicated on the Spring 2024-2025 MAP results.

1st grade will increase by 3% in reading from 48%-51%.

2nd grade will increase by 3% in reading from 27%-30%.

Performance Objective 1: Increase phonemic awareness to increase fluency and decoding skills.

Evaluation Data Sources: Lesson plans, classroom observations, learning walks

Strategy 1 Details	Formative Reviews		
Strategy 1: Second year implementation of UFLI and Heggerty for phonemic awareness. Strategy's Expected Result/Impact: Increase in student's decoding and fluency. Staff Responsible for Monitoring: Classroom teachers, coaches, and admin	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Purposely planned independent reading stations focused on previously taught TEKS. Strategy's Expected Result/Impact: Increase in student vocabulary and fluency. Staff Responsible for Monitoring: Classroom teacher, instructional coaches, and admin	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Goal 4: We will increase the percentage of growth in grades 1-2 by June 2025, as indicated on the Spring 2024-2025 MAP results.

1st grade will increase by 3% in reading from 48%-51%.

2nd grade will increase by 3% in reading from 27%-30%.

Performance Objective 2: Increase student comprehension across first and second grade through targeted instructional strategies.

Evaluation Data Sources: Lesson plans and classroom observations

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementing vocabulary strategies in the think along plan and small group. Strategy's Expected Result/Impact: Increase in student vocabulary Staff Responsible for Monitoring: Classroom teachers, coaches, and admin	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Model critical thinking skills in the Think Along Plan. Strategy's Expected Result/Impact: Increase in student's comprehension skills. Staff Responsible for Monitoring: Classroom teachers, coaches, and admin.	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Purposely planned independent, differentiated, reading stations focused on previously taught TEKS. Strategy's Expected Result/Impact: Increase in student comprehension. Differentiated stations will help target SPED and EB students' needs. Staff Responsible for Monitoring: Classroom teachers, instructional coaches, and admin	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Hubenak Elementary

Total SCE Funds: \$236,222.60

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Approximately 93% of the SCE funds have been dedicated to implementing the pre-kindergarten program at Hubenak Elementary. An early childhood program is critical as it provides an opportunity to build early literacy foundations and early home-school connections. The remaining 7% is earmarked for tutoring students who did not meet state summative assessment standards and supplemental supplies to enhance the tutoring experience.

Personnel for Hubenak Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aguilar Campos, Cinthya	Pre-Kinder Aide	1
Becerra, Andrea	Pre-Kinder Aide	1
Darwiche, Samar	Pre-Kindergarten Teacher	1
Guerrero, Jesuit	Pre-Kinder Aide	1
Nevitt, Megan	Pre-Kinder Aide	1
Tran, Mary	Pre-Kinder Teacher	1

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Personnel and supplies		\$12,000.00
2	3	3			\$4,632.00
3	1	3	Pre-K Personnel		\$287,756.00
Sub-Total					\$304,388.00
Budgeted Fund Source Amount					\$304,388.00
+/- Difference					\$0.00
Grand Total Budgeted					\$304,388.00
Grand Total Spent					\$304,388.00
+/- Difference					\$0.00