

Fort Bend Independent School District

Hunters Glen Elementary

2023-2025 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

Fort Bend ISD Mission: Fort Bend ISD exist to inspire and equip all students to pursue futures beyond what they can imagine.

Hunters Glen Elementary Mission: Hunters Glen Elementary students are inspired to work towards achieving personal excellence, which leads to becoming productive citizens in our society.

Vision

Fort Bend ISD Vision: Fort Bend ISD continuously improves teaching and learning by developing effective staff and building scalable systems.

Hunters Glen Elementary Vision:

To establish a culture that encompasses collective efficacy, intentional scaffolding, and meaningful relationships that promote academic success.

Value Statement

The vision of Hunters Glen Elementary is to encourage, engage, and motivate ALL students to exemplify behavior and academics that leads to success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hunters Glen Elementary is becoming a diverse campus. As a campus, the Hispanic and white subpopulation groups have increased over the past five (5) years on campus. The Special Education population has also continued to increase on the campus due to student identification for needing learning services at the campus level. Student identification for Dyslexia services has increased on the campus which means more students are able to be serviced. Student identification has increased each year. Attendance data for the campus is increasing since 2020-2021, which was a Covid-19 Remote year. Home visits and additional attendance incentives have contributed to helping to identify needed support for students with high levels of absences. While attendance has increased at the campus and we are meeting attendance goals, there are weeks where we do not meet the district attendance goals which impact student learning when students are not available or are attending class consistently. Campus reports also determined that there was a high occurrence of tardies given there is no transportation provided to neighborhood students. The campus mobility rate is higher than the state average as well as the district average, the current mobility rate is 18.22% which is higher than the district average and state averages. This is a decrease in the year before which had 23.53% but still not in alignment with the state or district.

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop					
During 2019 - 2023 for All Grades for All Instructional Tracks for (079907122) - Hunters Glen EL					
	Cumulative				
	2018-2019	2019-2020	2020-2021 (Covid-19 Remote)	2021-2022	2022-2023
All Students	95.55%	95.35%	90.82%	93.16%	94.01%
Ethnicity					
Hispanic/Latino	94.23%	94.81%	89.96%	92.80%	93.68%
American Indian or Alaska Native	90.32%	91.87%	52.89%	72.61%	86.82%
Asian	94.46%	93.09%	93.62%	-	100.00%
Black or African American	95.85%	95.65%	91.28%	93.45%	94.16%
Native Hawaiian or Other Pacific Islander	90.75%	87.40%	-	-	-
White	92.54%	79.85%	94.31%	92.51%	92.64%
Two or More Races	93.97%	93.97%	85.90%	92.62%	91.93%
Gender					
Male	95.73%	95.26%	90.56%	93.49%	93.58%
Female	95.35%	95.46%	91.09%	92.80%	94.47%
Grade					
Early Education	90.19%	95.52%	86.19%	-	-
Pre-Kindergarten	92.10%	93.87%	88.91%	-	-
Kindergarten	95.61%	93.44%	93.06%	-	-
1st	95.13%	96.00%	87.66%	-	-
2nd	96.51%	95.72%	91.51%	91.71%	95.02%
3rd	95.09%	96.55%	90.34%	93.59%	92.37%
4th	96.61%	95.82%	93.23%	93.52%	94.31%
5th	96.62%	95.28%	90.30%	93.71%	94.07%

Special Population					
At Risk	96.23%	95.29%	91.58%	93.10%	94.59%
Early Reading Indicator	95.45%	95.21%	91.13%	90.08%	95.76%
Economic Disadvantage	95.33%	95.11%	89.57%	92.77%	93.89%
Emergent Bilingual	96.96%	96.86%	92.77%	95.66%	95.39%
Foster Care	97.08%	98.22%	89.71%	85.19%	-
Gifted and Talented	95.49%	97.38%	96.43%	95.35%	94.59%
Homeless Status	94.04%	90.77%	86.72%	85.88%	92.58%
Migrant	-	-	-	-	-
Military Connected	96.47%	97.38%	94.58%	94.92%	88.93%
RDSPD	-	-	-	-	-
Section 504	95.12%	93.71%	91.17%	87.00%	95.64%
Special Education	93.71%	94.68%	87.75%	91.05%	92.28%
Unaccompanied Youth	96.62%	90.72%	-	61.82%	91.67%

Fall Economic Disadvantage and Enrollment Comparison Numbers

	2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
	Eco Dis Pop	Total Pop	Eco Dis Pop	Total Pop	Eco Dis Pop	Total Pop	Eco Dis Pop	Total Pop
(079907122) - Hunters Glen EL	359	431	363	423	298	367	178	

Percentage in Attendance Comparison by Ethn, Gender, Grade and Special Pop During 2021 - 2023 for All Grades for All Instructional Tracks for All Campuses

	PIA - Reporting Period 1			PIA - Reporting Period 2			PIA - Reporting Period 3			PIA - Reporting Period 4			PIA - Reporting Period 5		
	21 (Covid-19)	2021-2022	2022-2023	21 (Covid-19)	2021-2022	2022-2023	21 (Covid-19)	2021-2022	2022-2023	21 (Covid-19)	2021-2022	2022-2023	21 (Covid-19)	2021-2022	2022-2023
All Students	92.23%	89.88%	95.61%	90.80%	94.48%	92.39%	91.71%	92.37%	93.70%	91.40%	92.34%	94.73%	89.88%	94.92%	94.48%
Ethnicity															
Hispanic/Latino	95.03%	90.69%	94.99%	91.32%	93.19%	92.86%	91.30%	92.25%	92.01%	89.21%	90.56%	95.39%	87.31%	94.20%	93.49%
American Indian or Alaska Native	86.05%	82.69%	91.67%	84.48%	71.15%	92.86%	56.67%	73.33%	71.43%	44.23%	58.33%	93.33%	22.22%	65.96%	78.12%
Asian	100.00%	-	100.00%	93.10%	-	100.00%	100.00%	-	100.00%	96.00%	-	100.00%	96.40%	-	100.00%
Black or African American	91.87%	89.68%	95.78%	90.92%	94.83%	92.42%	92.06%	92.80%	94.25%	92.10%	92.97%	94.58%	90.74%	95.35%	94.83%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	94.05%	100.00%	93.33%	94.90%	95.15%	89.29%	91.54%	93.33%	89.29%	98.60%	92.50%	96.67%	94.97%	91.96%	98.44%
Two or More Races	91.16%	92.74%	96.46%	82.86%	96.30%	88.39%	89.05%	87.14%	93.75%	85.44%	91.74%	92.50%	88.43%	94.64%	86.18%
Gender															
Male	91.84%	90.07%	95.70%	90.91%	95.62%	91.52%	91.62%	93.25%	93.29%	91.60%	92.57%	94.54%	89.85%	94.84%	93.77%
Female	92.63%	89.68%	95.52%	90.69%	93.20%	93.31%	91.81%	91.39%	94.14%	91.17%	92.09%	94.95%	89.92%	95.01%	95.28%
Grade															
Early Education	88.27%	-	-	86.95%	-	-	89.37%	-	-	86.46%	-	-	84.87%	-	-
Pre-Kindergarten	84.72%	-	-	93.62%	-	-	91.17%	-	-	92.31%	-	-	86.68%	-	-
Kindergarten	95.24%	-	-	94.53%	-	-	94.79%	-	-	94.12%	-	-	91.21%	-	-
1st	89.45%	-	-	85.62%	-	-	90.31%	-	-	88.62%	-	-	87.81%	-	-
2nd	94.21%	88.40%	96.03%	91.18%	92.28%	92.51%	89.99%	91.60%	94.82%	91.84%	91.24%	96.49%	92.27%	92.56%	95.30%
3rd	88.52%	91.41%	94.71%	89.37%	94.59%	91.16%	93.21%	91.38%	91.14%	91.52%	91.92%	93.53%	87.61%	95.63%	93.07%

4th	96.03%	90.87%	96.10%	94.19%	94.43%	93.21%	92.35%	92.81%	94.46%	92.17%	92.61%	94.46%	92.59%	94.99%	94.66%
5th	91.45%	88.87%	95.45%	89.68%	96.51%	92.59%	90.17%	93.69%	93.99%	91.03%	93.55%	94.10%	89.92%	96.31%	94.58%
6th	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7th	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8th	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9th	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10th	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11th	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12th	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Population															
At Risk	92.16%	88.43%	96.02%	90.70%	94.43%	92.92%	91.78%	92.69%	94.83%	92.71%	92.91%	95.40%	90.78%	95.25%	94.25%
Early Reading Indicator	92.49%	83.44%	96.83%	90.50%	91.19%	94.07%	91.84%	91.23%	94.53%	92.19%	88.76%	97.40%	90.33%	92.17%	96.60%
Economic Disadvantage	91.22%	89.05%	95.76%	89.72%	94.14%	92.34%	90.44%	91.82%	93.42%	90.10%	92.13%	94.50%	88.43%	94.49%	94.43%
Emergent Bilingual	96.06%	91.54%	96.59%	91.75%	97.60%	95.24%	92.73%	96.67%	95.24%	95.59%	94.58%	95.56%	89.64%	96.88%	94.20%
Foster Care	86.76%	82.61%	-	86.86%	100.00%	-	71.85%	-	-	96.47%	-	-	94.54%	-	-
Gifted and Talented	98.02%	94.23%	94.44%	94.83%	90.38%	90.18%	94.17%	91.67%	93.75%	100.00%	100.00%	98.91%	96.30%	96.43%	98.96%
Homeless Status	71.60%	73.71%	94.15%	84.67%	88.34%	90.05%	81.40%	78.54%	92.96%	97.39%	86.70%	92.47%	92.18%	91.63%	91.68%
Migrant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Connected	95.24%	97.89%	92.55%	91.38%	99.04%	83.93%	94.17%	92.50%	90.48%	100.00%	90.42%	90.95%	88.89%	96.88%	89.73%
RDSPD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Section 504	96.48%	71.43%	97.22%	90.49%	80.77%	96.43%	91.18%	82.22%	94.64%	94.53%	88.00%	95.00%	90.98%	88.69%	96.09%
Special Education	88.36%	84.54%	95.49%	88.58%	94.90%	90.66%	89.18%	89.94%	89.72%	87.84%	89.55%	93.64%	87.02%	94.34%	93.28%
Unaccompanied Youth	-	56.25%	-	-	100.00%	-	-	-	-	-	-	-	-	-	96.00%

Student Mobility Rate Report for All User Accessible Campuses for All Students

	2020 - 2021 (Covid-19 Remote)			2021 - 2022 (Covid-19 Remote)			2022 - 2023		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Campus Summary	51	302	16.89%	60	255	23.53%	49	269	18.22%
Hunters Glen EL	51	302	16.89%	60	255	23.53%	49	269	18.22%

Demographics Strengths

Strengths:

- Campus demographics becoming more diverse
- Diverse staff that can identify with the campus families
- Hispanic subpopulation increasing
- Community is a transitional neighborhood
- More students identified to receive special education services
- Overall students are coming to campus

- Home visits and phone calls from SEL team are contributing to students coming to campus
- Our community offers Metro Services to assist students getting to and from school

Areas of Focus:

- Meeting the district attendance goal consistently
- Rewarding attendance regularly, students for coming to school and classrooms that have met attendance goals

Problem Statements Identifying Demographics Needs

Problem Statement 1: Hunters Glen Elementary does not always meet the district's attendance goal consistently. **Root Cause:** Some students may get sick more frequently and have chronic illnesses such as asthma and miss school. Some of our students have transportation issues due to the campus being a neighborhood school and not having bus service and most of the students are car riders.

Problem Statement 2: From the classroom level, students are not always rewarded regularly for meeting attendance goals. **Root Cause:** Perceptions of awards are sometimes tied to financial capacity and the lack of funds contribute to students not receiving rewards more consistently.

Student Learning

Student Learning Summary

In math, students can compose and decompose, compute addition and subtraction problems, round to the nearest ten and hundred, count money, generate patterns, identify fractions on a number line, create and analyze arrays. However, in reading, some of the third-grade students struggle with reading at grade level. In math, two step multiplication and or division problems, creating equivalent fractions, fact fluency is problematic for quite a few of our students. Another area to focus on is the continual and consistent need to allow students the opportunities to provide feedback to their peers as well as teachers providing immediate feedback to students. Making it a daily habit would ensure that students become flexible thinkers and learners and provide confidence in their ability to justify their thinking.

Behavior Issues: Implement two mindful moments daily, perhaps around attendance time and in the afternoon to reset student thinking and revisit respect agreements. During grades 2nd- 5th Literacy, making inferences on a broad level, while maintaining the understanding across various genres has been incorporated in most lessons but has been difficult to retain. Throughout the school year, the data has shown that students performed better with Fiction genres, than with informational, poetry, drama, paired selection, and literary non-fiction. There was a decrease in student performance amongst making inferences in other genres; requiring students to think on a higher-level using information read to ensure accurate inference responses. For example, in 5th grade in the Fiction unit of Reading Skills Checks students scored 81%, 73%, 86%, on inferences, however there was a decrease in performance when there was a switch in genres; such as informational. On the first few informational Reading Skills Check, students scored a 68%, and 56%. The notices were the change in genre, and the rigor of the inference question. While students have demonstrated an appropriate level of comprehension, there is still a need for improvement of literacy. Reading Interventionist make a huge impact on student performance by pull out instruction based off of student needs and Renaissance 360 data. Instructional coaches make a huge impact as well on student performance; as they plan with the teacher to ensure effective instruction is implemented in the classrooms while micro-modeling, holding reflective conversations, and teaching in tandem. With the support of both the reading interventionist and the instructional coach, this partnership will increase the success of HGE's Literacy Department while placing the emphasis on making inferences on a rigorous level. Students also focus heavily on science, though our science has been stable data wise, we've had areas of improvement in living organisms. TEKS (5.9c- changes in the ecosystem, 5.9D- identify fossils as evidence of the past, 5.10A- compare the structures and functions that organisms need to adapt to their environment, 5.10B- Differentiate between inherited traits and learned behaviors. Students need real world experiences with organisms to fully understand and access the TEKS in science. We're purchasing toy organisms, but seeing them in their natural environment is needed for students to retain what they've learned. We would like to increase our science scores in all the units from matter and energy, circuits, earth and space as well as living organisms.

Areas of growth would include students being able to write relevant responses and providing text evidence to support their thinking with a variety of texts. Students are showing progress on REN360. Students are showing consistency with the skills that they know, but will need additional support analyzing non-fiction text, responding to reading in written form and comparing and contrasting different genres through paired selections. The intervention instructional model is limited to the spaces allotted for participants, however the number of students in need of urgent intervention exceeds that allotment.

Based on preliminary STAAR results, our students dropped in most of our areas especially 3rd grade math and 4th grade reading. We will need to provide extra support through interventions and intentional tutorials to support closing this gap. We will have to also be sure to include a system that will require praise and reward for effort and gains. We will need to purchase instructional materials in reading, math, writing and science to support instruction and hands-on learning for our students. Our outclass classes also support instruction in the content area and will need resources to help intervene and close gaps. The more detailed students learning is through instructional materials and resources to more they will become successful and sustain their learning.

STAAR Data (Preliminary) 2023

Subject	Grade	Score	
Reading	3rd	58%	
Math	3rd	17%	
Reading	4th	38%	
Math	4th	57%	
Reading	5th	65%	
Math	5th	52%	
Science	5th	54%	

REN Data Sample

Summary (14 of 18 Students)

SGP (Expectation = 50)		Testing Window	Avg. SS	Avg. GE	Avg. PR	Avg. NCE
Met Expectations	Median					
6	48	Pretest	969	4.0	25	36
		Posttest	992	4.4	28	37.9
		Change	23	0.4	3	1.9

Skills Check Data Analysis

	READING SKILLS CHECK 1	READING SKILLS CHECK 2	READING SKILLS CHECK 3	READING SKILLS CHECK 4	READ
5.6E - Connections					
5.6F- Inferences	81%	74%	76%		68%
5.8C- Plot		73%	54%		80%
5.10 A- Author's Purpose					
5.10 D- Figuarative Language					
5.9 Di- Central Idea					

5.7C- Text Evidence to support responses	73%	81%	86%	
*5.8G Key Details				
*5.7D Summary				
*5.3A- Vocab				
*5.3 B-Context Clues				86%
*5.9Diii - Organizational Patterns				
5.11 Di				88%
5.11 Diii				82%
5.11 Dii				

Student Learning Strengths

Strengths:

- HGE Grades 2-5 and Special Ed have successfully initiated and are implementing instructional practices that continue to support student ownership of learning & behavior.
- 2nd grade is showing progress for reading level indicators on BAS from BOY to MOY. Majority of students are meeting grade level expecting or exceeding grade level expectation at MOY
- 4th grade 59% of students performed at or above 50% on ALL STAAR Skills check in reading
- 57% Sped population performed at or above 50% on ALL STAAR Skills check in reading.

Areas of Focus:

- Development of instructional practices to cultivate student ownership of learning & behavior, grades 2-5, SPED, ELL.
- (Reading) Some of the third-grade students struggle with reading at grade level. (Math)Two step multiplication and or division problems, creating equivalent fractions, and fact fluency
- The continual and consistent need to allow students the opportunities to provide feedback to their peers as well as teachers providing immediate feedback to students.
- Grades 2nd- 5th Literacy would be making inferences on a broad level, while maintaining the understanding across various genres.
- Students will need to dive deeper into analyzing non-fiction text to increase reading comprehension and strengthen skills such making inferences and analyzing paired selections

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Due to a variety of reasons, teachers engage in ineffective instructional learning practices. **Root Cause:** Teachers are not completing or implementing the full learning cycle in their content areas.

School Processes & Programs

School Processes & Programs Summary

Hunters Glen has a variety of different school processes and programs. Our campus strives to engage our students in activities that support them being well-rounded. To accompany student engagement and learning, we realize that it's essential for our staff to be provided with adequate professional learning so they in return operate at delivering a higher quality of instruction. We've afforded our students multiple opportunities to engage in after-school and in-school activities that support the whole child. Such clubs as National Honor Society, Girls on the Run, Coda Violin, Imagination Destination, Student Council, Boy Scouts, Girl Scouts, Art Club, Morning Yoga Club and Choir are clubs that are sponsored by our staff members and extended to our students. Students also had an opportunity to engage in our Mentor Program (PALS and All in Mentoring), Safety Patrol, and Science Fair activities. There are times when our students needed extended support academically. Some were identified at our TIER 2/3 levels while others benefited from our instructional practices that occurred at TIER 1. We provide science labs on Wednesdays and Math Labs on Mondays as well as Reading Labs on Tuesday and Thursdays. The labs were designed to provide a hands-on learning experience to students to deepen their understanding of the concept that correlated with the unit of study. Students that needed even more support were given an invitation to take part in our Super Saturday School Session where they would focus on TEKS that needed to be reviewed or spiraled accordingly. Time during the instructional day was also set aside for specific small group interventions that were conducted by our classroom teachers at TIER 1 and TIER 2 as well as our Literacy/Math Interventionist and Literacy/Math Coach. We also ensured to include our special subpopulation in our cycle. GT, Sped., ELL populations as well. We are also focusing on needing more High-Quality instructional resources to support not only student academics but social emotional learning as well.

SAS Survey

Self-Assessment Survey Items

74 %	21 %	5 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	29 %	29 %	42 %
72 %	15 %	13 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	29 %	26 %	45 %
76 %	22 %	3 %	8. Status of student behavior and management practices are evaluated quarterly from data.	32 %	25 %	43 %
76 %	17 %	7 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	37 %	27 %	37 %
System: Classroom						
In Place	Partial	Not		High	Medium	Low
81 %	17 %	2 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	26 %	19 %	55 %
73 %	27 %	0 %	2. Problem behaviors are defined clearly.	29 %	19 %	52 %
76 %	19 %	5 %	3. Expected student behavior & routines in classrooms are taught directly.	26 %	23 %	52 %
76 %	22 %	2 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	29 %	23 %	48 %
66 %	27 %	7 %	5. Problem behaviors receive consistent consequences.	34 %	25 %	41 %
76 %	13 %	11 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	31 %	24 %	45 %
79 %	13 %	8 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	23 %	30 %	47 %
79 %	13 %	8 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	30 %	20 %	50 %
67 %	28 %	5 %	9. Students experience high rates of academic success (> 75% correct).	46 %	25 %	29 %

77 %	21 %	3 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	32 %	25 %	43 %
71 %	24 %	5 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	27 %	37 %	37 %
System: Individual Student						
In Place	Partial	Not		High	Medium	Low
74 %	18 %	8 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	37 %	20 %	43 %
70 %	26 %	5 %	2. A simple process exists for teachers to request assistance.	34 %	25 %	41 %
81 %	11 %	8 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	41 %	10 %	48 %
78 %	14 %	8 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	41 %	10 %	48 %
73 %	18 %	9 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	43 %	11 %	46 %
71 %	17 %	11 %	6. Significant family &/or community members are involved when appropriate & possible.	54 %	7 %	39 %
65 %	18 %	18 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	44 %	15 %	41 %

School Processes & Programs Strengths

Strengths:

- Student mentoring program to allow students someone to confide in and talk to
- PBIS Reward System has decreased discipline
- Students are motivated to make better choices
- Increase in student academic scores due to small group interventions
- After School Program support students in making better choices to keep up their grades and behavior to stay in class
- Science and Math Labs provides students with more hands-on experiences and can support with targeting their academic needs
- Intervention system during the day supports closing the gap and supporting students with meeting grade level TEKS
- Teachers walk away from PD with intentional and specific strategies to instantly use in class.
- PD Sessions are intentional and address a wide variety of needs (academically and behaviorally)
- Staff that are present are active participants in PD sessions

Areas of Focus:

- Consequences for problem behaviors are defined clearly and consistently. (Schoolwide and classroom)
- Students experience high rates of academic success (> 75% correct)
- School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.
- More support is needed for TIER 3 students that have been identified as needing support academically and behaviorally.
- More academic HQ resources are needed around reading, math and science
- Need more rewards- need financial
- Could use more make and take activities (currently modeling and guided support)
- Need staff to attend in PD (everyone's not always on campus due to other district trainings)
- Need more real-world experiences such as field trips to expose students to a variety of outside, real-world situations.
- Offer more after school clubs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus needs to identify specific problem behaviors and assign the appropriate consequences to those behaviors so that the chances of success behaviorally and academically increases. **Root Cause:** Because there were more academic concerns than behavior, an academic focus took precedence over the behavior concerns, but now behavior stands out and is more visible and obvious.

Perceptions

Perceptions Summary

Parents and community partners are involved in the educational process and information is provided to parents. Stakeholders are included in decision making process for the campus and are informed on how they can be part of the process. During quarterly after school events, there has been an opportunity for community partnerships to participate and share information through the Health/Wellness & Winter Program. Parents indicated on the K12 Survey of their positive perception of the campus and its culture. Parents view the campus as 44% excellent, 44% good, 11% fair, so overall 88% of parents have a positive perception of the campus. At this time, parents feel welcome entering their child's school. We have also received more community partnerships this year in comparison to the past; therefore, increasing our community and engagement. Parents feel that their child's school work is meaningful and relevant and that classroom instruction challenges students to think and problem solve. However, they feel that their child doesn't always take advantage after school clubs. They also feel that they aren't always in the know regarding community organizations that provide support to the campus. They would like for teachers to show students how lessons relate to life outside of the school. It would also be appreciated for feedback to be given to students in a timely manner.

Discipline Report

Significant Disproportionality (DVM Method)								
Calculates for data visible on Discipline Report Details tab								
Ent:								
122	Black or African American	American Indian or Alaskan Native	Asian	Hispanic	2 or More Races	Native Hawaiian or Other Pacific Islander	White	Total
Student Count	202	1	1	44	5	0	5	258
Filter Count	44	0	0	3	1	0	0	48
Disproportionality Rate	1.2	NA	NA	0.4	1.1	NA	NA	
Legend								
0.0 to 0.7		Under-represented						
0.7+ to 1.3		Proportional						
1.3+ to 2.0		Over-represented						
2.0+		Significantly over-represented						
Disproportionality Rate calculated using the DVM method (Ethnic Group Rate/All Students Rate)								

Perceptions Strengths

Strengths:

- There is a way to document student behavioral infractions and the type of events that take place on both Level I and Level II, currently there is not a concern with disproportionality rates due to the demographics of the campus and the DMV showing that 1.2 of AA students are represented.
- Parents feel as if they receive more communication
- Parents feel more welcome on campus
- Anyone parents came in contact with could help them with their problem.
- The school's learning standards and expectations are clearly explained to students
- Schoolwork is meaningful and relevant
- Classes challenge students to think and solve problems
- My child is being prepared to do well in the next grade or after graduation
- Student receive the individual support they need to prepare for the future
- My child is excited to go to school
- There is teacher, counselor, or other staff member to whom a student can go to for help with a school problem
- Student receive the individual support they need to prepare for the future
- My child is excited to go to school
- Students in this school are treated fairly regardless of their race, culture, religion, sexual orientation, gender, or disabilities
- My child is safe and secure at school
- Staff members and students treat each other with respect

Area of Focus:

- There has been an increase in student referrals compared to the previous school year with 33 coded discipline referrals in Skyward. The referrals are typically identified as Disruptive Behavior/Educational Environment and Inappropriate Physical Touch.
- My child takes an interest in the extracurricular activities and programs. Including fine arts, athletics, or clubs/organization
- Teachers successfully show students how lessons relate to life outside of school
- Teachers give timely and appropriate feedback about student work
- This school uses family input to improve instruction, programs, activities, and services provided
- I am informed about community organization that support students at this school
- The campus provides timely opportunities to engage in feedback prior to big decisions or changes

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need to follow the rules of the classroom but there may be misconceptions causing the disruptive behavior in the educational environment. **Root Cause:** Rules in each classroom are not consistent with each other and students are having to adapt in each classroom which makes consistency more difficult to keep.

Problem Statement 2 (Prioritized): Student excellence and expectations may need to be increased and explained more regularly for students to be more successful at Hunters Glen. **Root Cause:** The students need a way to express their emotions and situations with the classroom to know they aren't alone so their emotions can be met with academic excellence

Problem Statement 3 (Prioritized): When there's a campus issue or activity, parents would like to be notified and kept abreast of happenings in a timely manner and notified of timely feedback on major decisions made on campus. **Root Cause:** Find multiple ways to communicate with parents and keep them abreast of campus happenings but ensure they're

in a timely manner

Priority Problem Statements

Problem Statement 1: Due to a variety of reasons, teachers engage in ineffective instructional learning practices.

Root Cause 1: Teachers are not completing or implementing the full learning cycle in their content areas.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The campus needs to identify specific problem behaviors and assign the appropriate consequences to those behaviors so that the chances of success behaviorally and academically increases.

Root Cause 2: Because there were more academic concerns than behavior, an academic focus took precedence over the behavior concerns, but now behavior stands out and is more visible and obvious.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student excellence and expectations may need to be increased and explained more regularly for students to be more successful at Hunters Glen.

Root Cause 3: The students need a way to express their emotions and situations with the classroom to know they aren't alone so their emotions can be met with academic excellence

Problem Statement 3 Areas: Perceptions

Problem Statement 4: When there's a campus issue or activity, parents would like to be notified and kept abreast of happenings in a timely manner and notified of timely feedback on major decisions made on campus.

Root Cause 4: Find multiple ways to communicate with parents and keep them abreast of campus happenings but ensure they're in a timely manner

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2024, Hunters Glen will improve the effectiveness of teachers improving and changing their instructional methods, to enhance academic performance through the implementation of intentional PD, an aligned curriculum and structured professional learning communities to close the achievement gap as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Indicators of Success

Formative Evidence:

By October 2023, campus would have increase the implementation of intentional PD sessions, aligned curriculum and PLC opportunities that are tailored to students and teacher needs by 20%.

By December 2023, campus systems regarding PLC, curriculum alignment and pd opportunities would have increased to 50% completion rate based on the calendared schedules dates.



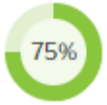


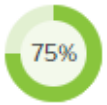
By February 2024, there will be an increased percentage of 75% of achievement gap systems, such as aligned curriculum, pd sessions attended, and plc meetings, implemented that allowed teacher leaders to acquire knowledge that would support their planning and student engagement opportunities in GT, SPED, EB, and At-Risk Populations.

Summative Evidence:

By June 2024, campus teacher leaders attendance and participation in targeted professional development sessions designed to strengthen instructional practices would have increased to 95%.

By June 2024, the implementation of structured PLC collaboration opportunity meetings, where teacher leaders discussed and planned student learning experiences, would have increased to 100% at the close of the year.

By June 2024, ensuring the alignment of targeted TEKS and district curriculum with student learning experiences would have increased to 100% as measured by lesson plans and long range planning meeting results.

Strategy 1 Details	Reviews			
<p>Strategy 1: HGE will conduct ongoing Professional Development sessions with an emphasis on instructional methods that support the improvement in teaching effectiveness.</p> <p>Strategy's Expected Result/Impact: This strategy will strengthen teachers instructional practices. It will provide them with an array of different instructional methods that will support differentiated learning styles of the students that will impact student progress and growth.</p> <p>Staff Responsible for Monitoring: ILT Admin. Team. Teacher Leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Summer Program planning for instruction, teacher effectiveness, program evaluation etc. - 211 Title I-A - \$8,430, PD sessions, Trainings, etc. - 199 General Fund - \$7,461, Library Fund to support reading program on campus - 199 General Fund - \$1,700, Purchases of resources that teachers need and have acquired knowledge on from PD sessions to support instructions and interventions - 199 General Fund SCE - \$2,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: HGE will conduct routine professional learning communities that allows teacher leaders to target various subpopulations such as GT, Sped, ELL and At-Risk population as well as standard interventions for HB1416 formerly known as HB4545.</p> <p>Strategy's Expected Result/Impact: Teachers will have an opportunity to share best practices, identify areas of concerns, share resources and look as well as analyze student work and data to make informed decisions on supporting student learning experiences, progress and growth.</p> <p>Staff Responsible for Monitoring: ILT, Admin. and teacher leaders</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Resources, campus operating materials, campus items to support various subpop such as GT, at-risk, sped, HB1416, etc. - 199 General Fund - \$3,600, Intervention supplies and materials to support online programs, monitoring intervention support etc. - 199 General Fund SCE - \$2,606</p>	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Due to a variety of reasons, teachers engage in ineffective instructional learning practices. **Root Cause:** Teachers are not completing or implementing the full learning cycle in their content areas.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

Performance Objective 1: By June 2024, Hunters Glen will improve the communication system between teachers and students that will foster a positive relationship and collaboration while strengthening the campus's culture/climate and behavioral system through the implementation of research-based behavior system such as PBIS, targeted PD and student ownership of behavior structure that will impact student achievement and safety as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Indicators of Success

Formative Evidence:

By October 2023, an increased percentage of 90% of teacher leaders will be receive training on ways to support the implementation of an intentional communication system established between students and teachers that would foster a positive school climate.





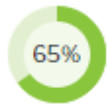
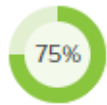




By December 2023, an increased percentage of 95% will show teacher leaders establishing a behavior system connected to PBIS and student ownership practices that would promote connectedness among stakeholders.

By April 2024, 98% of our staff will have an in-depth understanding of PBIS for behavior, ownership practices for clarity and the purpose for the intentional PD sessions and how together, those components promote a successful campus climate and culture.

Summative Evidence:

By June 2024, there will be an increase in the campus climate/culture survey by 20% from the previous year based on culture survey results.

By June 2024, an increase of 100% usage of PBIS components would be implemented to provide structure and a safe and supportive learning and working environment.

Strategy 1 Details	Reviews			
<p>Strategy 1: HGE will conduct learning sessions on relationship building and communicating effectively with the student body based on the feedback received from our campus's student engagement survey.</p> <p>Strategy's Expected Result/Impact: There will be a stronger connection between students and staff allowing students to want to remain at our campus as well as staff. It will also provide extra support for students allowing them to have someone they can depend on and have their voices heard.</p> <p>Staff Responsible for Monitoring: ILT and Admin team and student body to support ownership of learning.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 2</p> <p>Funding Sources: Relationship building opportunities, incentives, programs, PD, etc. - 199 General Fund - \$500</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: HGE will conduct structured events and recognition opportunities on campus to support a positive campus climate and culture.</p> <p>Strategy's Expected Result/Impact: Students and staff will be recognized for their work, efforts and success. To motivate and inspire others to work towards a common goal or plan. Create a culture of success and recognition.</p> <p>Staff Responsible for Monitoring: Teacher Leaders, ILT, Admin. Counselor</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: End of the year certificates and awards - 211 Title I-A - \$1,670, Positive Behavior Recognition Opportunities resources and plans - 199 General Fund - \$1,000, Incentives to support student behaviors, academics, and effort with achievement - 199 General Fund SCE - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				
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Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The campus needs to identify specific problem behaviors and assign the appropriate consequences to those behaviors so that the chances of success behaviorally and academically increases. **Root Cause:** Because there were more academic concerns than behavior, an academic focus took precedence over the behavior concerns, but now behavior stands out and is more visible and obvious.

Perceptions

Problem Statement 2: Student excellence and expectations may need to be increased and explained more regularly for students to be more successful at Hunters Glen. **Root Cause:** The students need a way to express their emotions and situations with the classroom to know they aren't alone so their emotions can be met with academic excellence

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2024, Hunters Glen will improve our stakeholders communication and engagement system through the implementation of parental engagement and goal setting practices to enhance campus participation and student achievement as evidenced through the indicators of success.

High Priority

HB3 Goal

Indicators of Success: Indicator of Success

Formative Evidence:

From the BOY to the EOY we will improve with utilize calendars in regards to parent engagement opportunities by 55%

From the BOY to the EOY, we will increase frequency of parent engagement opportunities by 20%

From the BOY to the EOY, we will increase our campus wellness recognition for the year to support more frequent notices/opportunities by 10%.

Summative Evidence:

By June of 2024, we will increase of parent engagement with sign in sheets by 15% this upcoming year

By June of 2024, we will increase parent participation in volunteer opportunities on campus by 10% this upcoming year

By June of 2024, we will increase parent participation with parent resource coordinator by 15% this upcoming year

Strategy 1 Details	Reviews			
<p>Strategy 1: HGE will plan, implement and monitor parental engagement opportunities that will allow parents to support students at home.</p> <p>Strategy's Expected Result/Impact: Parents will be aware of campus happenings and the ways to support their child's learning. They will also be communicated with in a variety of ways.</p> <p>Staff Responsible for Monitoring: Parent Educator, Admin. Office Staff</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Materials to support campus events, parental events, wellness activities, safety needs etc. - 199 General Fund - \$12,025</p>	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HGE will ensure various forms of campus communication is sent to community stakeholders in order for them to stay abreast of campus happenings such as campus parental engagement opportunities, wellness activities, and campus safety practices.</p> <p>Strategy's Expected Result/Impact: Parents will be kept in the loop of campus events in order to plan to attend in advance to support their child's learning.</p> <p>Staff Responsible for Monitoring: Parent Educator, Admin. Front Office Staff</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 3: When there's a campus issue or activity, parents would like to be notified and kept abreast of happenings in a timely manner and notified of timely feedback on major decisions made on campus. **Root Cause:** Find multiple ways to communicate with parents and keep them abreast of campus happenings but ensure they're in a timely manner

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

Performance Objective 1: By 2024, Hunters Glen will improve our resource management system (finance, human and material) through the implementation of targeted intervention, professional development, PLC practices and processes that will promote student growth and closing the achievement gap as evidenced by the indicators of success. Coaches and Interventionists along with admin. will support the work around PLC's and Professional Development.

High Priority

HB3 Goal

Indicators of Success: Indicator of Success

Formative Evidence:

From the BOY to the EOY we will improve with managing our finances to target specific campus needs by 10%

From the BOY to the EOY, we will increase and structure the use of our human resources for interventions and PLC participation by 10%







From the BOY to the EOY, we will increase the usage of our instructional resources by 10% once purchased.

Summative Evidence:

By May of 2024, we will increase the usage of purchased resources both consumable, non-consumable and online by 10% this year.

By May of 2024, we will improve on aligning the purchasing of items through various budgets.

By May of 2024, to close the achievement gap, we will improve on ensuring the proper materials are utilized for instruction based on students' needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: HGE will structure and monitor intervention time and support personnel to ensure student academic needs are met. Coaches and Interventionists along with admin. will support the work around PLC's and Professional Development.</p> <p>Strategy's Expected Result/Impact: Students will experience academic growth due to the careful planning and implementation of intervention and support. Students will also become more confident in their abilities through their performance and growth.</p> <p>Staff Responsible for Monitoring: Teacher Leaders, Admin. Team, Coaches, Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 2</p> <p>Funding Sources: Math Interventionist for instructional support - 211 Title I-A - \$17,000, Campus Tutorial for Intervention Support Personnel and Faciliator - 211 Title I-A - \$2,129</p>	Formative			Summative
	Oct	Dec	Feb	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: HGE will create, implement and monitor detailed schedules and instructional resources for PLC, PD sessions and intervention times that will be attended by campus personnel members where they will acquire knowledge and best practices to support student learning outcomes as well as support with providing real world learning experiences in seeing science in real world, math, and reading.</p> <p>Strategy's Expected Result/Impact: This will impact not only student growth and progress but teacher leader as well. It will allow all stakeholders from ILT, Coaches, Admin, etc. to be involved in supporting teachers with pedagogy and best practices that will yield positive results with our students.</p> <p>Staff Responsible for Monitoring: Teacher Leaders, Coaches, Interventionists, Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - Perceptions 2</p> <p>Funding Sources: Supplies and Materials for campus and grade levels to support to support academics, planning, PD, PLC, various subpopulations, wellness and safety practices. - 211 Title I-A - \$5,500, Funds for 5th grade students traveling that's connected with MS transitioning and intervention support - 199 General Fund SCE - \$1,000</p>	Formative			Summative
	Oct	Dec	Feb	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Due to a variety of reasons, teachers engage in ineffective instructional learning practices. **Root Cause:** Teachers are not completing or implementing the full learning cycle in their content areas.

Perceptions

Problem Statement 2: Student excellence and expectations may need to be increased and explained more regularly for students to be more successful at Hunters Glen. **Root Cause:** The students need a way to express their emotions and situations with the classroom to know they aren't alone so their emotions can be met with academic excellence

State Compensatory

Budget for Hunters Glen Elementary

Total SCE Funds: \$6,606.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Our Compensatory Ed funds are used towards providing supplies and materials (\$4,606) to students in order to utilize campus programs such as learning farm, dreambox etc. We also use the supplies and materials to support our morning tutorial program to support students that are classified as at-risk. \$1,000 of our funds are allocated to traveling for our 5th grade students to attend our Middle School day that has been a requirement and a part of the parent educator's transitioning program. We implement PBIS this year rewarding our students for meeting campus behavior expectations; therefore, (\$1,000) is utilized to support purchasing incentives to reward our campus's desired behavior.

Personnel for Hunters Glen Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Calandra Crout	Math Interventionist T1 (211 Fund)	0.5
Margarett Donaldson	Literacy Instructional Coach (211 Fund)	1
Marier Flowers	Interventionist (211 Fund)	0.5

Campus Funding Summary

199 General Fund					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Library Fund to support reading program on campus		\$1,700.00
1	1	1	PD sessions, Trainings, etc.		\$7,461.00
1	1	2	Resources, campus operating materials, campus items to support various subpop such as GT, at0-risk, sped, HB1416, etc.		\$3,600.00
2	1	1	Relationship building opportunities, incentives, programs, PD, etc.		\$500.00
2	1	2	Positive Behavior Recognition Opportunities resources and plans		\$1,000.00
4	1	1	Materials to support campus events, parental events, wellness activities, safety needs etc.		\$12,025.00
Sub-Total					\$26,286.00
199 General Fund SCE					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Purchases of resources that teachers need and have acquired knowledge on from PD sessions to support instructions and interventions		\$2,000.00
1	1	2	Intervention supplies and materials to support online programs, monitoring intervention support etc.		\$2,606.00
2	1	2	Incentives to support student behaviors, academics, and effort with achievement		\$1,000.00
5	1	2	Funds for 5th grade students traveling that's connected with MS transitioning and intervention support		\$1,000.00
Sub-Total					\$6,606.00
211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Summer Program planning for instruction, teacher effectiveness, program evaluation etc.		\$8,430.00
2	1	2	End of the year certificates and awards		\$1,670.00
5	1	1	Math Interventionist for instructional support		\$17,000.00
5	1	1	Campus Tutorial for Intervention Support Personnel and Faciliator		\$2,129.00
5	1	2	Supplies and Materials for campus and grade levels to support to support academics, planning, PD, PLC, various subpopulations, wellness and safety practices.		\$5,500.00

211 Title I-A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$34,729.00

Addendums



Date: October 5, 2023

Purpose: Title I Parent Advisory Committee Meeting

Location: Hunters Glen Elem. (Zoom Meeting)

Attendees: CPAC Committee Members Time: 7:30AM- 8:00Am

AGENDA

EST. TIME	TOPIC	PERSON RESPONSIBLE	TALKING POINTS / NOTES
	CPAC Member Acknowledgement	L. Williams	Introduction to the CPAC Committee meeting
5 mins	Purpose of CPAC Committee and membership Preliminary STAAR Data	L. Williams	Discussed ways the CPAC Committee helps to support the school Discussed preliminary STAAR data (growth in Reading and a small decrease in Math in 3 rd Grade)
5 mins	What is the CIP and discuss the CIP Process and Structure	L. Williams J. Christmas	L. Williams discussed how the Plan4Learning document works Explained what a check meant in regards to progress Reviewed the strategies and problem statements and the data that correlates to the data within the document L. Williams discussed the budget and the difference between Title and 199 and correlated it to how the funding support the progress of the plan Mr. Williams showed the campus vision and the focus on making a difference in a child's life
10 mins	Title 1 Budget Analysis	L. Williams	Discussed total budget allotment for the school year Explained the confidentiality of the CPAC meeting due to discussing the financial and data analysis Went through the components of the budget and the processes aligned to how teachers are able to obtain supplies through Title I and Ms. Ozaine 500 will more than likely be moved to another place in the budget due to teachers not using the budget
10 mins	Discuss Performance Objectives, strategies and formative reviews	T. Williams	PD to grow instructional staff. Campus committee increased this from 25-35% Increased special populations to 35% Learning sessions on relationship build

			<p>Identified that we would maintain 40% for relationship building with the students</p> <p>Increased communication from 20% to 30%</p> <p>Adjusted the intervention to 35%</p> <p>Adjusted scheduling up to 35%</p> <p>Parents said they want more communication as well</p>
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D-Discussion... I-Information Sharing... C-Collaboration... P-Problem Solving

Note: Problem Statements

- **HGE: To establish a culture that encompasses collective efficacy, intentional scaffolding, and meaningful relationships that promote academic success.**

Sign-In Sheet



CPAC/CBLT Meeting for Formative Review

Date: October 6, 2023

7:30am-8:00am

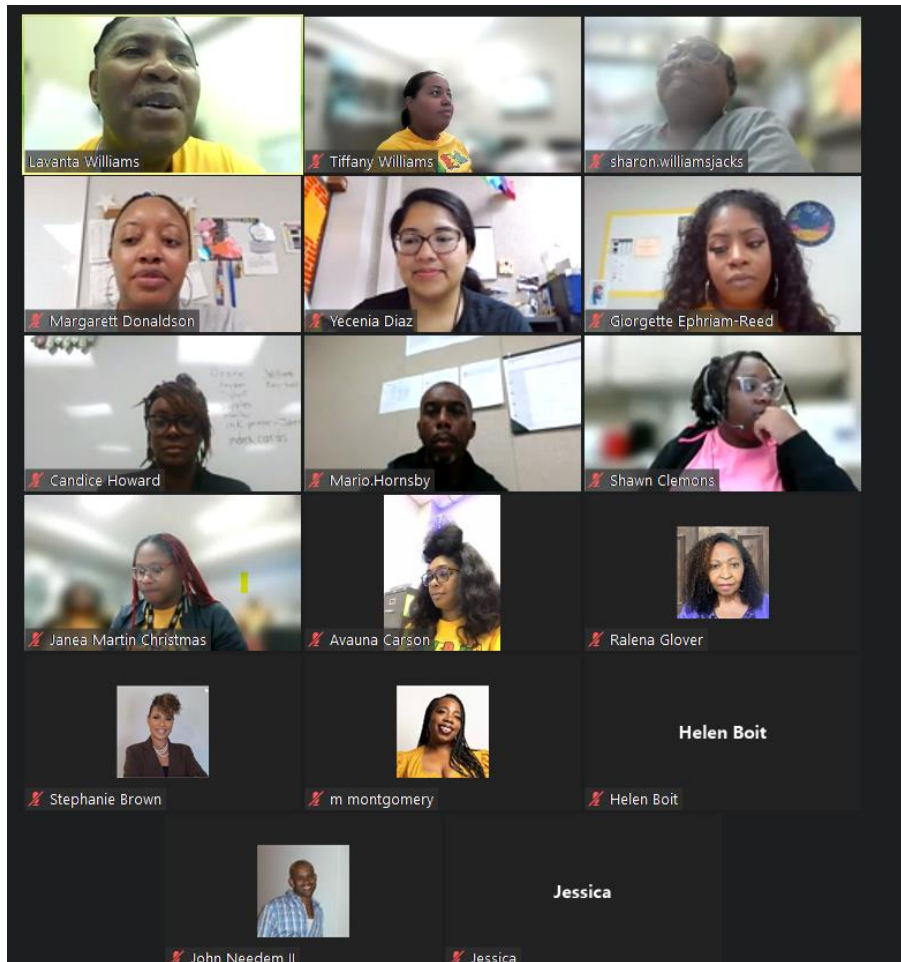
Hunters Glen

Name – Print	Role – <i>principal, teacher, parent, etc.</i>	Signature
Lavanta Williams	Principal	<i>Lavanta Williams</i>
Tiffany Williams	Assistant Principal	<i>Tiffany Williams</i>
ShawnDreka Clemons	Associate Principal	<i>ShawnDreka Clemons</i>
Helen Boit	District	
Kalethia Ratcliff	District	<i>Kalethia Ratcliff</i>
Kaitlyn Michalec	Business Partner	
Robyn Ivery	Parent	
Giorgette Ephriam-Reed	Math Coach	
Yecenia Hernandez	5 th Teacher	
Mario Hornsby	4 th Teacher	
DeKari Courtney	4 th Teacher	
John Needem	ABL Teacher	
Candice Howard	Literacy Interventionist	
Margarett Donaldson	Reading Coach	



Barbara Ozaine	Executive Assistant	
Robyn Dubose-King	ADA Clerk	
Lorrie Giles	Paraprofessional	
Emerald Spriggs	2nd Teacher	
Jessica Mahoney	3rd Teacher	
Natasha Mack	5th Teacher	
Janea Martin-Christmas	Parent Educator	
Jessica Beard	Paraprofessional	
Avauna Carson-Walker	Restorative Teacher	<i>Avauna Carson Walker</i>
Sharon Williams-Jackson	Counselor	
Mikole Montgomery	Community	
Stephanie Brown	Community	
Monica Riley	Community	
Rolanda Glover	Community	
Homer Stewart	Business	
Grace Theus	2nd Teacher	
Erlene Peterson	3rd Teacher	
Sharonda Easter	CCC	
	Parent	
	Parent	





7:29:56 From Lavanta Williams To Everyone:

Good morning. Please type your name and role in the chat as you enter the meeting. Thanks!

07:30:07 From Lavanta Williams To Everyone:

Lavanta Williams, Principal



07:30:10 From Tiffany Williams To Everyone:

Tiffany Williams-Assistant Principal Hunters Glen

07:31:04 From sharon.williamsjacks To Everyone:

Sharon Jackson, Counselor

07:31:12 From janea.martin To Everyone:

Janea Martin - Parent Educator

07:31:47 From Shawn Clemons To Everyone:

Shawn Clemons, Associate Principal

07:31:53 From Margaret Donaldson To Everyone:

Margarett Donaldson- Literacy Instructional Coach

07:31:58 From Stephanie Brown To Everyone:

Stephanie Brown, Community

07:32:04 From m montgomery To Everyone:

Mikole Montgomery- community partner

07:32:31 From Ralena Glover To Everyone:

Ralena Glover - community member

07:32:41 From Helen Boit To Everyone:

Helen Boit - Data Analyst

07:33:26 From Avauna Carson To Everyone:

Avauna Carson Walker, Restorative Practices Teacher



07:33:57 From Y. Diaz To Everyone:

Yecenia Hernandez-Diaz, Teacher

07:39:12 From Tiffany Williams To Everyone:

Please be sure to sign In through the chat, type your name and your role please

07:39:49 From Giorgette Ephriam-Reed To Everyone:

Giorgette Ephriam-Reed Instructional Math Coach

07:39:53 From John Needem II To Tiffany Williams(Privately):

John Needem ABL Facilitator

07:40:38 From John Needem II To Everyone:

John Needem ABL Facilitator

07:41:10 From Yecenia Diaz To Everyone:

Yecenia Hernandez-Diaz, Teacher

07:48:45 From Janea Martin Christmas To Tiffany Williams(Privately):

Mrs. Bassinger said no one is outside in the carport line

07:55:02 From Jessica To Everyone:

Jessica Beard- Para

07:55:42 From Candice Howard To Everyone:

Candice Howard-lit interventionist

07:59:11 From Mario.Hornsby To Everyone:

We will start mentoring students also as teachers by choosing a student to mentor.



08:02:20 From Tiffany Williams To Mario.Hornsby(Privately):

We are going to do a sign up for campus mentoring program on Tuesday during the planning day

08:03:59 From Janea Martin Christmas To Everyone:

Robyn King- Dubose ADA

08:04:20 From Mario.Hornsby To Tiffany Williams(Privately):

Mario Hornsby 4th Grade Math

08:06:32 From Tiffany Williams To Everyone:

Good morning,

08:06:40 From Tiffany Williams To Everyone:

please do not forget to sign into the chat

08:36:25 From Edward Brown II To Everyone:

Edward W.brown II

08:36:38 From Edward Brown II To Everyone:

Attentive Ear Lodge #350

08:36:45 From Edward Brown II To Everyone:

prince Hall Affiliated

08:36:52 From Edward Brown II To Everyone:

Missouri City, TX

08:36:57 From Edward Brown II To Everyone:

832-566-6448

08:37:26 From Edward Brown II To Everyone:

Business partner



LOC_DESCR	Location	POS #	POSN_DESCR	MAX HEADC	VACANT	LAST_NAME_SRCH	FIRST_NAME_S	JOBCODE	FTE	Column1	PIC	STATUS	.IDAY_SCHED
HUNTERS GL 122	HUNTERS GLEN EI	00001998	INTERVENTIONIST MATH - ELEM T1	0.5	0	CROUT	CALANDRA	015312	1	199.11.1000.00.122.2024.30	30	A	187SEP
HUNTERS GL 122	HUNTERS GLEN EI	00001998	INTERVENTIONIST MATH - ELEM T1	0.5	0	CROUT	CALANDRA	015312	1	211.11.1000.SP.122.2023.30	30	A	187SEP
HUNTERS GL 122	HUNTERS GLEN EI	00004587	PARENT EDUCATOR T1 (FT)	1	0	MARTIN	JANEA	0011FT	1	211.61.1000.PC.999.2023.24	24	A	187SEP
HUNTERS GL 122	HUNTERS GLEN EI	00015420	INSTRUCTIONAL COACH LIT T1 ES	1	0	DONALDSON	MARGARETT	015332	1	211.13.1000.IC.122.2023.30	30	A	210AUG
HUNTERS GL 122	HUNTERS GLEN EI	00016622	TEACHER RESTORATIVE PRACTICES	1	0	CARSONWALKER	AVAUNA	01535T	1	199.11.1000.00.122.2024.30	30	A	187SEP
HUNTERS GL 122	HUNTERS GLEN EI	00014471	INTERVENTIONIST PBS	1	0	BEARD	NICHELLE	095054	1	199.13.1000.00.999.2024.24	24	A	195SEP

L_ADMIN_PLCY_NB	
P7	####
P7	####
505	####
P7	####
P7	####
101	####

Date: September 12, 2023

Dear Parents and Guardians:

Fort Bend ISD has students and families that speak many different languages. In an effort to ensure that all of our families are able to be informed of the amazing things that are happening on our campus and throughout the district, we have multiple ways for you to be able to translate the information into your native language.

- Our Parent Newsletter is written in Smore which has a translation feature embedded in the newsletter
- The district web site can be translated into many languages
- All communication is available in English and Spanish
- Front office staff and bilingual teachers are available to help with translations and telephone calls.
- Translators are offered for ARD's if needed

If we have not met your need for translation, please reach out to the campus so that we can accommodate your needs.

Thank you,

A handwritten signature in black ink that reads "LaVanta Williams". The signature is written in a cursive, flowing style.

LaVanta Williams, Hunters Glen Elementary

I. COMPREHENSIVE NEEDS ASSESSMENT (CNA)

The CPAC team met on April 28, 2023 to begin the development of the 2023-2024 school year campus needs assessment. During this meeting the team reviewed the purpose of the meeting and reviewed the parent portions. Components of the Title 1 and Elements of ESSA were reviewed with the parents as well as re-sharing the information regarding the previous school year's TEA designated rating. Element One of the Comprehensive Needs Assessment was also completed during this time. Parent Educator, J. Martin reviewed the K-12 Insight, The parent compact goals were explained and communicated with the team the purpose of the agreement. In Breakout rooms teams discussed root causes found in the data of the K-12 Insight and other campus data sources such as attendance, discipline, and various campus, district, and state academic screeners. Breakout rooms also focused on reviewing the parent and family engagement policy which was reviewed and revised during element one of the Comprehensive Needs Assessment. Problem statements were also identified by the teams at this time. The CPAC team meet again on May 5, 2023. During this time the HGE Title 1 Survey was reviewed and the team completed the HGE Title Survey Analysis tool during this time. The Campus Needs Assessment and Campus Improvement Plan was completed for the 2023-2024 school year as a component of the May 5, 2024 meeting with completion and uploading during June 2023 for the current school year. On October 6, 2023 the CPAC met to review the completed documents and discuss progress towards goals.

Hunters Glen Campus Improvement Plan can be found located at

<https://tx01917858.schoolwires.net/cms/lib/TX01917858/Centricity/Domain/19768/CIP%20CNA%20.pdf>

The Campus Needs Assessment leadership team began on April 18, 2023 to create the team for the 2023-2024 school year, begin the agenda, and send out calendar invites. CPAC Team Members included:

- L. Williams (Campus Principal)
- S. Clemons (Assistant Principal)
- T. Williams (Assistant Principal)
- Y. Friday (Sub Principal)
- K. Ratcliff (District Admin)
- R. Ivery (Parent)
- G. Theus (Teacher)
- N. Mack (Teacher)
- Y. Hernandez (Teacher)
- J. Needem (Teacher)
- S. Shinette (Teacher)
- J. Martin (Parent Educator)
- J. Beard (Paraprofessional)
- J. Richard (Paraprofessional)
- R. King (Registrar)
- B. Ozaine (Executive Assistant)
- S. Williams-Jackson (School Counselor)
- K. August (Teacher)
- C. Johnson (Teacher)

G. Reed (Instructional Math Coach)
M. Donaldson (Instructional Reading Coach)
C. Crout (Math Interventionist)
C. Washington (Literacy Interventionist)
J. Davis (ESL Teacher)
S. Brown (Community Member)
M. Riley (Community Member)
R. Glover (Parent)
H. Stewart (Parent)
K. Michalec (Community Partner)

II. PARENT AND FAMILY ENGAGEMENT (PFE) POLICY

The first Title I Parent Night was September 7, 2023 with a follow up meeting on October 19, 2023 as a component of the Family Engagement Night. Focus groups are also a component of the TPAC and was incorporated into the October 6, 2023. The next date for the Title I Parent Night in the Spring will be March 2024 as a component of the Hunters Glen Elementary Spring Open House.