

Fort Bend Independent School District



Hunters Glen Elementary

2025-2026 Campus Improvement Plan

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.

Please Note: This is NOT a complete improvement plan. The pages provided are for training and demonstration purposes only. Not all requirements listed or completed. All information is completely fictitious and does not represent any real campus or LEA. Numbers, dates, and other information may not make sense as this plan is quickly edited almost daily during demonstrations and training.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Needs Assessment Overview and Process including PFEP.

Our needs assessment process began May 19th, 2025 after many data points were collected. The team was comprised on our CPAC and TPAC Committee members. Members of our team are listed below. Their voices and input were very instrumental to the development of the plan. The plan was developed starting in May of 2025 throughout the month of June 2025. The team met to view various data sources that captured the campus as a whole in regards to achievement, perceptions/processes, etc. Once those sources were analyzed, the team in small focus groups drilled deeper to identify strengths and needs. Once a comprehensive list was developed, it was determined which items to focus on that would have a major impact on the success of HGE. The top needs from there were analyzed using the problem statement that was found. The problem statement allowed the team to have discourse around possible root causes around the problem statement. Once fully completed and approved the team will post the website on our main school page making it accessible to parents and community. The committee also took an opportunity to discuss and revise the Parent and Family Engagement Policy as well as compact. This allowed the team and input from teachers and parents to discuss the roles of all stakeholders involved in students' learning and revising how parents can support their child at school as well as how teachers can ensure adequate communication towards parents is open and relevant. This is routine for the campus. The building principal and parent educator collaborate often to discuss next steps and a plan of action for parents. They also collaborate and implement the TPAC process to ensure the needs of the family is being met and that parents have a voice in their child's learning.

Team Members: Tiffany Williams (Principal), Savannah Ray (Assistant Principal), Sharon Williams-Jackson (Counselor), Giorgette Ephriam-Reed (Instructional Coach), Margaret Donaldson (Instructional Coach), Janae Martin (Parent Educator), Sharon Pearson (Special Education Representative), Avauna Carson-Walker (Restorative Practices Teacher), Carletter Aziz (General Instruction Representative), Tearini Hubert-Washington (Parent), Andrell Kirksey (Parent), Quientin Thomas (Parent), Robyn Ivery (Community Member)

Demographics

Summary

Campus Vision: To build an inspiring culture of learners through self-reflection, collaboration, and innovation that will foster student and staff growth.

Summary: HGE has continued to increase in enrollment each school year. Hunters Glen’s mobility rate increased by 3% as of the 24-45 school year. With each school year, there has been an increase in our special populations such as Hispanic American and Special Education as well. Hunters Glen Elementary serves 85% economically disadvantaged students with a campus attendance rate of 95% which is slightly below the campus goal by less than 1%. Our campus currently has 75 2nd graders, 65 3rd graders, 64 4th graders and 63 5th graders. Our classroom room sizes are reasonable. Our typical classroom has 3 teachers with the exception of 4th grade. With that being said our classrooms have a family atmosphere. About less than 1% of our population is GT. We're working on increasing that number through our district's VISTAS Program. We also ensure we enrichment students in our program as well as provide intervention to those that are in need. 23% of our student population is Sped with 2% being a part of our 504 program. Our students receive various accommodations of support and teachers work collaboratively to ensure each student reaches a level of success. 6% of our students are a part of the emergent bilingual program. Teachers receive professional development to support meeting the needs of our varied sub-populations. We have a mentoring program on campus that's spearheaded by our district and district members visit, meet and support students on campus during this program. We do engage our students in before school and after school programs to ensure they are well-rounded such as Art club, Student Council, NEHS, Girls on the Run, and many others. Our student population truly enjoy receiving incentives, we believe that our students should be rewarded for the hard work they exhibit on a daily basis.

Possible Evidence Sources:

- Attendance
- At Risk
- CCMR Enrollment
- Campus Enrollment/Mobility
- Staffing Ratios
- PLC structures/frequency
- Use of PLC protocols
- Dropout/Graduation rate

District Name: FORT BEND ISD
District ID: 079907

Summer5 Years Displayed(079907122) - Hunters Glen ELSubmitTools

Summer Economic Disadvantage Year Comparison Percentages - Number of Years Displayed: 5 Possible Years for All Campuses

	2020 - 2021			2021 - 2022			2022 - 2023			2023 - 2024			2024 - 2025		
	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent	Eco Dis Pop	Total Pop	Percent
079907122 - Hunters Glen EL	354	424	83.49%	217	244	88.93%	231	264	87.50%	233	273	85.35%	227	267	85.02%
079907 - Fort Bend ISD	354	424	83.49%	217	244	88.93%	231	264	87.50%	233	273	85.35%	227	267	85.02%

Discipline Action Group Summary 2025 for Hunters Glen EL

District/Campus	Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJAEP Actions	JJAEP Students	JJAEP Percent	Total Actions	Total Students	Total Percent
(079907122) - Hunters Glen EL	All	267	9	9	3.37%	3	3	1.12%	0	0	0.00%	0	0	0.00%	12	9	3.37%
(079907122) - Hunters Glen EL	Asian	1	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(079907122) - Hunters Glen EL	Black or African American	211	7	7	3.32%	2	2	0.95%	0	0	0.00%	0	0	0.00%	9	7	3.32%
(079907122) - Hunters Glen EL	Hispanic/Latino	42	1	1	2.38%	1	1	2.38%	0	0	0.00%	0	0	0.00%	2	1	2.38%

(079907122) - Hunters Glen EL	American Indian or Alaska Native	1	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%
(079907122) - Hunters Glen EL	Two or More Races	9	1	1	11.11%	0	0	0.00%	0	0	0.00%	0	0	0.00%	1	1	11.11%
(079907122) - Hunters Glen EL	White	3	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%

District Name: Fort Bend ISD
District ID: 079907

Hide Filters
Tools

Report Filters

3 Years Selected

(079907122) - Hunters Gle...

All Disciplinary Action Code...

Select Focus List (Optional)

Submit

Discipline Campus Student Counts for Disciplinary Actions for Years 22-23, 23-24 and 24-25 and (079907122) - Hunters Glen EL and All Disciplinary Action Codes

Campus	2022 - 2023	2023 - 2024	2024 - 2025
079907122 - Hunters Glen EL	4	6	9
Total Students	4	6	9

Strengths

Strengths:

- Hunters Glen Elementary is a campus that is beginning to grow in size each school year due to servicing diverse student populations.
- Diverse campus with a variety of needs
- Teachers respect diversity and are currently on instilling that within students as well
- Family oriented atmosphere
- Incentive system that's tailored to demographics

Area of Focus:

- Ensuring each student has someone they could connect with
- Ensuring students have an active voice in processes
- Mobility rate has increased from the previous year.
- Focus on appreciating various cultures
- Decrease discipline regarding high need infractions such as bullying
- Giving students relevant experiences beyond the classroom
- Support social and emotional concerns as they arise

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Hunters Glen Elementary attendance does not meet the district and campus goal consistently.	Hunters Glen Elementary is a neighborhood school and parents do not always have options to bring the students in mobile transportation during inclement weather days or other outside forces.

 = Priority

Student Learning

Summary

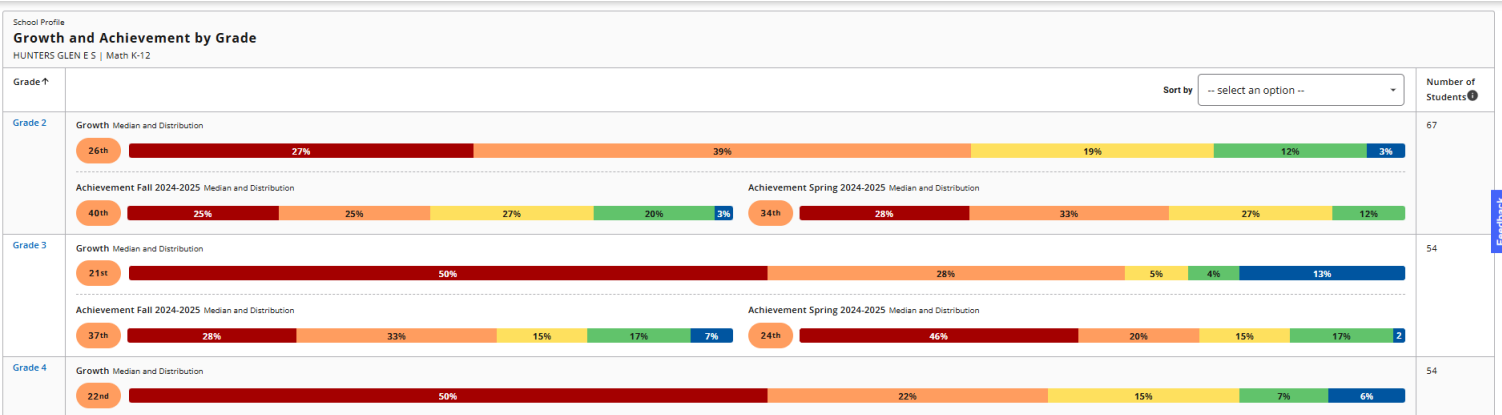
Vision: To build an inspiring culture of learners through self-reflection, collaboration, and innovation that will foster student and staff growth.

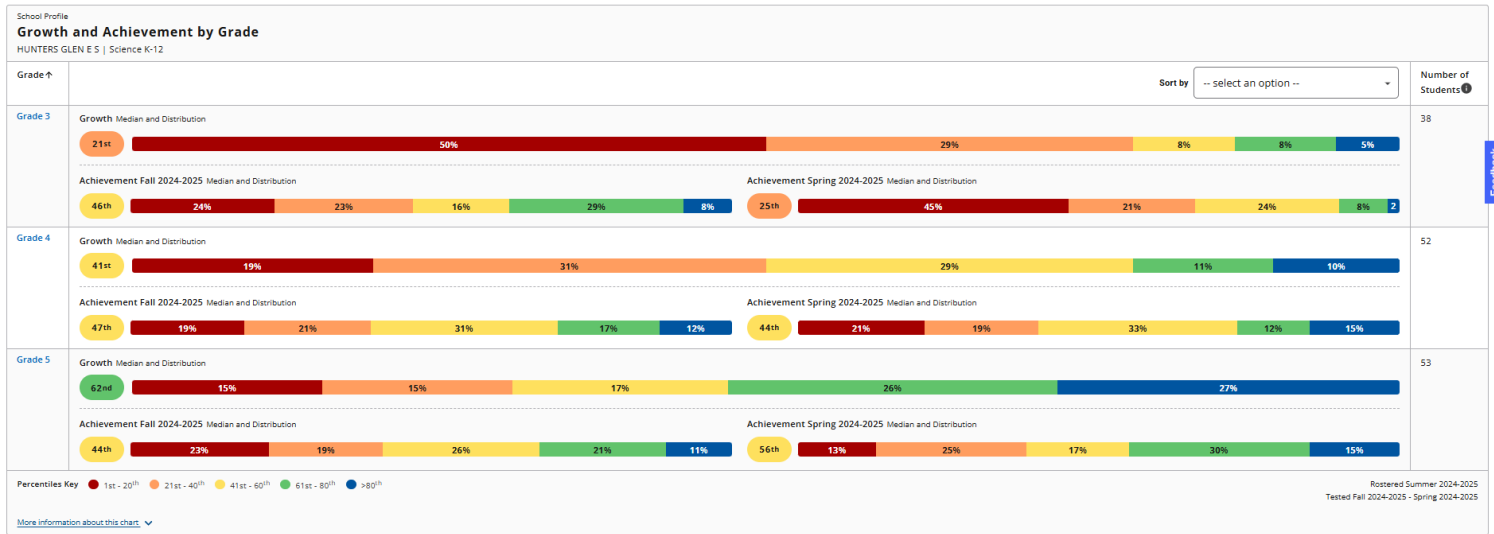
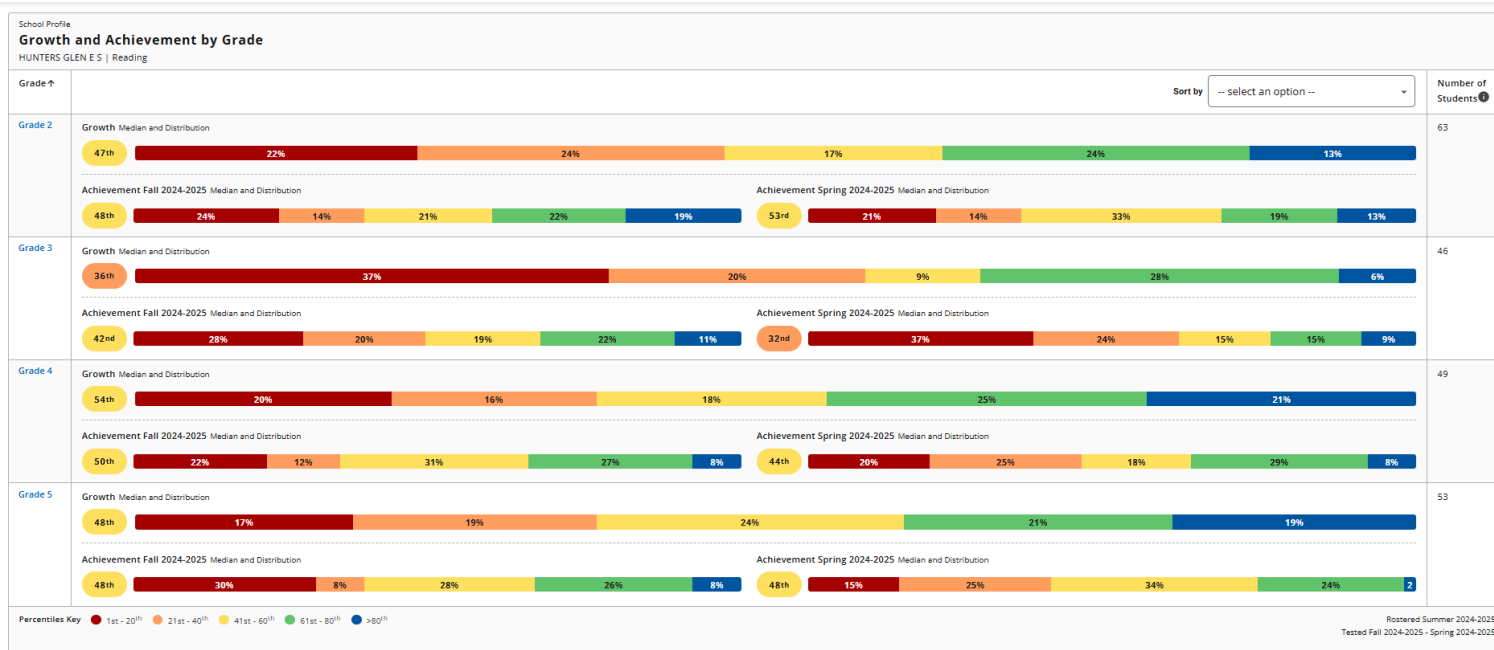
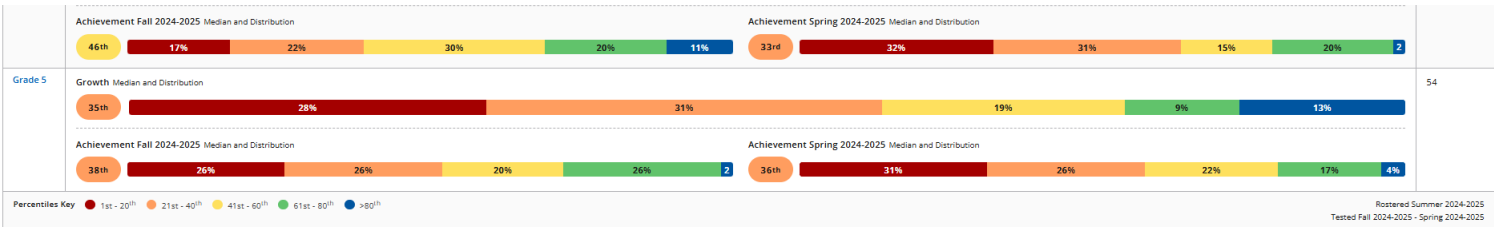
Summary: HGE has created a positive culture where students are rewarded academically and socially, and it impacts student behavior in a positive light. Professional Developments are needed for our teacher apprentices with classroom management to support the disturbances occurring during class instruction. Teachers are implementing a variety of effective strategies to increase student learning within literacy. While these strategies are taking place, there has been a noticing of students having challenges with fluency. Interventions and tutorials for decoding and gaining phonemic understanding are needed to support student reading fluency/ struggling readers. Students are still focusing on the foundational skills in most instances. They will continue to need intervention support in ELAR, Math, and Science. Math across the campus level has seen a decrease in both STAAR and NWEA Map Data. Grade levels will be in need of instructional materials and resources to support solid instruction in class. Funding will be needed to provide teachers with resources needed to purchase. Students will benefit from off campus experiences that such as field trips to relate to real-world and identify the relevance in what they're learning in ELAR, Science, Math and Social Studies. Often times ancillary also support the main instruction and will need resources to do so for Art, PE, Library, Music and ABL. It truly takes the ability of all the teachers and their knowledge to continue to find meaningful and innovative ways to close the academic learning gap. Our campus has also had challenges around funding that prevented in some instances resources to fully support our sub-populations. Our Special Education sub-pop could use more activities, resources and programs as well as teacher instructional materials to ensure they have equitable access to the curriculum as others. This is also true for our GT and ELL population as well as this is a subpopulation that is not showing a considerable amount of growth year after year.

STAAR Data

2024	2025
3rd Reading- 79%	3rd Reading- 79%
4th Reading- 87%	4th Reading- 87%
5th Reading- 94%	5th Reading- 78%
3rd Math- 75%	3rd Math- 41%
4th Math- 65%	4th Math- 55%
5th Math- 90%	5th Math- 83%
5th Science- 85%	5th Science- 76%

NWEA MAP DATA





Strengths

Strengths:

- Small group instruction, iXL usage, guided reading, read alouds, Literacy Night

- 3-4th Grade ELAR maintained stability from last year
- More students grew in 5th Grade Math than the previous school year
- 5th Grade NWEA Science MAP data increased as the school year progressed

Challenges/Needs:

- Continue to align general ed and sped instructional opportunities and check-ins.
- More hands on learning is needed
- More instructional resources are needed for teachers to support their instruction
- Students need real-world experiences to make true connections
- There are still a number of students that need support with reading and math
- Math data shows that students need more support with basic math foundational concepts, algebraic reasoning and problem solving

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 3rd Grade Math performance declined drastically from 75% in 2024 to 41% in 2025 indicating a need for urgent instructional and foundational support.	The decline stems from a shift in personnel in the previous school year contributing to a lack of consistent instructional delivery.
2 5th Grade Reading performance dropped from 94% in 2024 to 78% in 2025 and 5th Grade Science performance dropped from 89% to 76%	The decrease is attributed to instructional gaps in both reading and science comprehension, inconsistent small group interventions to target Tier I instruction within the instructional model for literacy and science in a variety of subpopulations such as SPED.

 = Priority

School Processes & Programs

Summary

Summary: Many teachers were new this year and some were instructional apprentices. Everyone was very eager to provide support and close gaps regarding our student population. We still needed instructional support to ensure best practices and assessments were aligned to the scope and sequence. We implemented several programs to maintain student engagement as well as ways to keep students motivated and rewarded for a job well done. We feel that more training is needed in implementing the learning model. This will also ensure everyone is teaching the full curriculum and using the instructional model to ensure balance of components. Our health and wellness plan is to ensure students are knowledgeable of safety and health practices that can be implemented both at home and school. We will continue to conduct wellness events that address students physical as well as social emotional needs. We would like to continue to keep our campus trauma informed to support students through the issues they may encounter.

Challenges:

- Communication regarding parental resources, curriculum, and how we communicate
- Discipline protocol
- Documenting behavior and SPED population
- Dismissal and Late Duty consistency, protocols, and accountability
- Recess/Lunch Duty

Strengths

Strengths:

- Assessments
- Planning
- Labs
- Data Analysis

Engagement

- PBIS with interactive games and activities
- Career Days
- Attendance incentives and requirements for engagement activities
- Tutorials: Saturday
- Clubs: GOTR, NEHS, Girl/Boy Scouts, PALS
- Visitors
- Celebrations
- Data
- Teacher support
- Counseling support: Weekly Fall group meetings for upper grade levels
- Events: Parades, Fairs

Problem Statements Identifying School Processes & Programs Needs

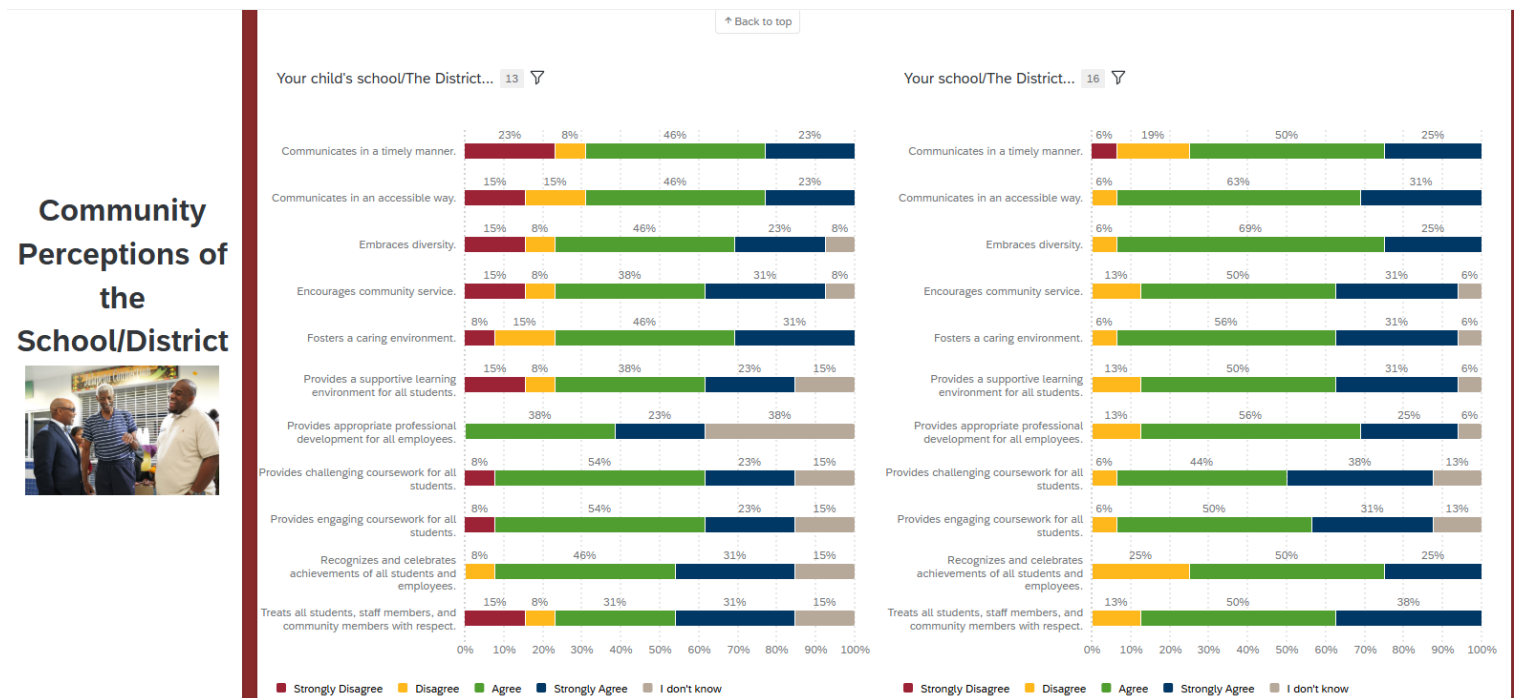
Problem Statement	Root Cause
1 The instructional models are not being used or followed consistently and with fidelity.	We have several new teachers on campus and teachers with less than 3-5 years of experience and they require additional instructional support.
2 Parents do not always stay abreast of what and how their children are learning and it varies by grade levels.	A more consistent communication tool, scheduled, and engagement protocol are needed for teachers and parents to effectively communicate.

★ = Priority

Perceptions

Summary

Summary: Overall, parents and staff rate Hunters Glen Elementary as fair. They know the vision of the school and where the campus is going. The community believes in the campus and all stakeholders do as well. Fairness is important to both the students and parents. Parents would like to know in advance about the campus happening/events so they in turn can support their child's education. Regarding behavior, parents would like to see more done around consistency in discipline. We need to educate all stakeholders on what bullying is and how it is documented and handled. Staff rates the campus higher than the parents and students do regarding key areas such as communication, diversity, as well as ensuring that parents are well informed about their student's progress.



Strengths

Strengths:

- Both parents and staff felt that appropriate professional development was provided to the teachers
- Parents and staff felt that students and staff were celebrated
- Parents and staff are aware of the campus vision
- Parents felt well supported in an open-door policy
- Safety plan and practices are a strength

Challenges:

- Staff rate the campus higher than parents on communication
- Staff rate the campus higher than parents in embracing diversity
- Staff rate the campus higher than parents in fostering a caring environment
- Staff rate the campus higher than parents in treating all with respect
- Ensure that parents are involved and informed of school events in a timely fashion/manner

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<div>1</div> <p>Parents perceive communication from the campus as less effective than staff do, particularly regarding timely updates and inclusion in school events and student performance.</p>	<p>There is an inconsistency in the communication methods used to inform families, leading to delays or gaps in parents receiving important information. While the open-door policy is a strength, proactive and consistent outreach (e.g., newsletters, calendars, reminders in multiple formats/languages) may not be fully leveraged.</p>
<div>2</div> <p>Parents report lower satisfaction than staff in the areas of respect, caring environment, and cultural inclusivity on campus.</p>	<p>There may be limited parent engagement opportunities that reflect the cultural and social diversity of the school community. Staff have not had opportunities or training in collaboration on how to better engage and reflect family values and perspectives, resulting in a disconnect between staff intentions and parent perceptions.</p>

 = Priority



Goals

Goal 1

Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1 High Priority HB3 Goal

By May 2026, HGE will improve the effectiveness of math instruction, as demonstrated by at least 10% increase in amount of students at least approaching on 3-5 Math STAAR.

Evaluation Data Sources: STAAR 2025, STAAR 2026, 3-5 NWEA Map Scores BOY, MOY, EOY, District/Campus Assessments

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Provide Instructional Model Professional Development to Staff for best practice in math instructional delivery.

Strategy's Expected Result/Impact: Increase by at least 10% on grades 3-5 STAAR.

Staff Responsible for Monitoring: Admin and Instructional Leadership Team

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

Some Progress

December

February

June

Strategy 2 Targeted Support Strategy

Teachers will plan and implement daily small group instruction for math and align instruction to the math instructional model.

Strategy's Expected Result/Impact: Increase by at least 10% on grades 3-5 STAAR.

Staff Responsible for Monitoring: Admin, ILT

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Some Progress

October

Some Progress

December

February

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Use of Professional Learning Team Protocols aligned to the district's PLT process for data analysis and planning.

Strategy's Expected Result/Impact: Increase by at least 10% on grades 3-5 STAAR

Staff Responsible for Monitoring: Admin, ILT

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

December

February

June

Performance Objective 2 High Priority HB3 Goal

By May 2026, HGE will improve the effectiveness of tier I instruction through the implementation of the appropriate instructional model in ELAR, Math and Science that will support the instructional practices of novice, veterans and instructional apprentice teachers as demonstrated by at least a 5% increase in EOY 2-5 NWEA Map Scores across the content areas.

Evaluation Data Sources: NWEA Map Growth Summary Report, NWEA Student Progress Report, NWEA Map School Profile Report

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Provide Instructional Model Professional Development to Staff for best practices in instructional delivery.

Strategy's Expected Result/Impact: Increase by at least 5% on NWEA Map across multiple content areas

Staff Responsible for Monitoring: Admin, ILT

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

December

February

June

Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

HGE will plan, devise, and execute the use of a lesson plan protocol with an emphasis on instructional models usage as well as monitor the content submitted on the plan to ensure the appropriate instructional models are utilized by the teaching staff, based on the targeted TEKS.

Strategy's Expected Result/Impact: Increase by at least 5% on NWEA Map Across multiple content areas

Staff Responsible for Monitoring: Admin, ILT

TEA Priorities: Improve low-performing schools

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

Formative Reviews

Moderate Progress

October

Moderate Progress

December

February

June

Strategy 3 Targeted Support Strategy Additional Targeted Support Strategy

Teachers will plan and implement small group 3-4 days per week in content instruction.

Strategy's Expected Result/Impact: Increase by at least 5% on NWEA Map across multiple content areas

Staff Responsible for Monitoring: Admin, ILT

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Some Progress

October

Some Progress

December

February

June

Strategy 4 Targeted Support Strategy Additional Targeted Support Strategy

ILT team will conduct weekly snapshots of classroom instruction intentionally focusing on the

implementation of the content area's instructional models (Balanced Literacy, CRA, 5E's etc.) and provide feedback to teacher leaders to ensure clarity of expectations are noted.

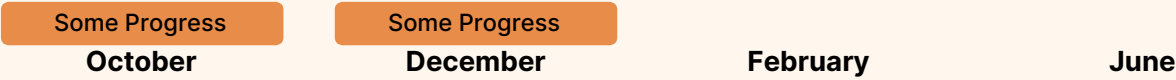
Strategy's Expected Result/Impact: Increase by at least 5% on NWEA Map across multiple content areas

Staff Responsible for Monitoring: Admin, Coaches, Specialists/Interventionist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

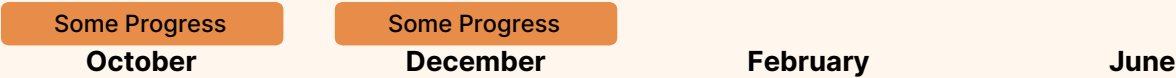


Strategy 5

Continue implementing structured Professional Learning Teams across all grade levels, utilize enhanced protocols for data analysis and collaborative lesson design. Provide ongoing training and support to ensure teachers effectively use student data to inform instruction and design rigorous, standards-aligned lessons that address identified learning gaps.

Strategy's Expected Result/Impact: Increase by at least 5% on NWEA Map across multiple content areas

Formative Reviews



Goal 2

Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1

By May 2026, HGE will enhance the level of parental engagement opportunities that will support parents' awareness of campus classroom learning experiences and campus engagement activities as evidenced by at least a 5% increase as it relates to overall school quality.

Evaluation Data Sources: Sign-In Sheets, Campus Event Calendar, Survey Results

Strategy 1

HGE will strengthen communication channels by providing consistent and transparent communication through blackboard, newsletters, emails, and social media.

Strategy's Expected Result/Impact: Increase of at least 5% on campus survey data

Staff Responsible for Monitoring: Admin, Parent Educator, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

October

Some Progress

December

February

June

Strategy 2

Parent Educator along with TPAC committee members, including admin, parents, and teacher leaders, will review and update campus compact and policy as well as share with community as a whole to keep them abreast of how the campus plan to communicate and engage families in their child's learning.

Strategy's Expected Result/Impact: Increase of at least 5% on campus survey data

Staff Responsible for Monitoring: Admin, Parent Educator, TPAC Committee members, Teacher Leaders

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
October

No Progress
December

February

June

Strategy 3

HGE will implement quarterly Coffee with the Principals to increase parent and community awareness of school progress of student learning.

Strategy's Expected Result/Impact: Increase of at least 5% on campus survey data

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress
October

Some Progress
December

February

June

Performance Objective 2

By the end of May 2026, staff satisfaction regarding feeling valued will increase by 5% as measured by the annual district survey.

Evaluation Data Sources: District survey results, campus survey results

Strategy 1

HGE will ensure to celebrate staff achievement monthly to increase teacher morale.

Strategy's Expected Result/Impact: Campus calendar, employee awards, newsletters, sign-in sheets

Staff Responsible for Monitoring: Admin

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress
October

Moderate Progress
December

February

June

Goal 3

Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1

By the end of May 2026, HGE will ensure spending aligns with the district's strategic plan and campus priorities as evidenced through campus expenditures.

Evaluation Data Sources: Budget

Strategy 1

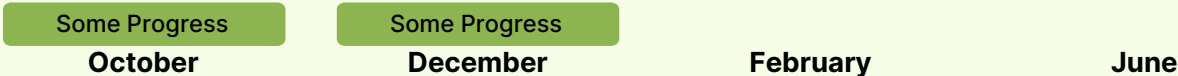
HGE will increase communication about budget status and financial decisions by providing updates through newsletters, staff meetings, and CPAC to ensure 100% of staff is informed.

Strategy's Expected Result/Impact: 100% of campus allocations are spent within district guidelines

Staff Responsible for Monitoring: Admin and Executive Assistant

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews





Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Provide Instructional Model Professional Development to Staff for best practice in math instructional delivery.
1	1	2	Teachers will plan and implement daily small group instruction for math and align instruction to the math instructional model.
1	1	3	Use of Professional Learning Team Protocols aligned to the district's PLT process for data analysis and planning.
1	2	1	Provide Instructional Model Professional Development to Staff for best practices in instructional delivery.
1	2	2	HGE will plan, devise, and execute the use of a lesson plan protocol with an emphasis on instructional models usage as well as monitor the content submitted on the plan to ensure the appropriate instructional models are utilized by the teaching staff, based on the targeted TEKS.
1	2	3	Teachers will plan and implement small group 3-4 days per week in content instruction.
1	2	4	ILT team will conduct weekly snapshots of classroom instruction intentionally focusing on the implementation of the content area's instructional models (Balanced Literacy, CRA, 5E's etc.) and provide feedback to teacher leaders to ensure clarity of expectations are noted.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Provide Instructional Model Professional Development to Staff for best practice in math instructional delivery.
1	1	3	Use of Professional Learning Team Protocols aligned to the district's PLT process for data analysis and planning.
1	2	1	Provide Instructional Model Professional Development to Staff for best practices in instructional delivery.
1	2	2	HGE will plan, devise, and execute the use of a lesson plan protocol with an emphasis on instructional models usage as well as monitor the content submitted on the plan to ensure the appropriate instructional models are utilized by the teaching staff, based on the targeted TEKS.
1	2	3	Teachers will plan and implement small group 3-4 days per week in content instruction.
1	2	4	ILT team will conduct weekly snapshots of classroom instruction intentionally focusing on the implementation of the content area's instructional models



Addendums

CAMPUS: _____

TITLE I TPAC
2024-2025

Title I Survey



After reviewing your Parent Survey results, please write down 3 – 5 strengths based on your results.

1. Families are informed about district activities
2. The School has a welcoming atmosphere
3. Technology Access is High
4. Parents feel their child is prepared for the next grade.
5. Text Messages and Online Portal is what most parents prefer for Communication.

BEST PRACTICES

What best practices resulted in your list above being your strengths?

Class Dojo is updated constantly and it's very thorough.
Most Teachers and Staff are very friendly and know the
parents very well. Parents are able to monitor grades, and
view test scores and report cards. Text Messaging is one
of the fastest and most accurate ways to communicate school news.

Title I Survey



After reviewing your Parent Survey results, please write down 3 – 5 strengths based on your results.

1. Academic success
2. Community engagement
3. Supportive environment
4. _____
5. _____

BEST PRACTICES

What best practices resulted in your list above being your strengths?

Only 40% of Parents indicated they were not
always informed about what children are
learning so we assist these parents to
link up with Parent Resources they may
understand how to communicate w/ school Tech.

Title I Survey



After reviewing your Parent Survey results, please write down 3 – 5 strengths based on your results.

1. SUPPORTIVE TEACHERS
2. PLANNED EVENTS
3. ENGAGEMENT
4. VISTA PROGRAM
5. CROSS TRAINED STAFF

BEST PRACTICES

What best practices resulted in your list above being your strengths?

PLANNED EVENTS

SUPPORTIVE TEACHERS

CAMPUS: Hunter's Glen

TITLE I TPAC
2024-2025

Title I Survey

CHALLENGE

After reviewing your Parent Survey results, please write down 3 – 5 greatest areas of opportunity based on your results.

1. Parent Participation
2. Quality of the School is Fair
3. Parent & Teacher Communication
4. Workshops and Events
5. Parents are not aware of the staff that supports student's needs or whom they can go to for help.

PLAN OF ACTION

What ideas do you have to alleviate those challenges?

Offer seminars or learning lessons monthly. Offer classes for both parent & students to learn together. Post on Dojo, Newsletter, Office Lobby or School Billboard.

Have school support team identify who they are and what they can help with through Dojo, Monthly Post, QR codes to ask questions or refer their child.

CAMPUS: Hunter's Glen ES

TITLE I TPAC
2024:2025

Title I Survey

CHALLENGE

After reviewing your Parent Survey results, please write down 3 – 5 greatest areas of opportunity based on your results.

1. Teacher/Parent Relations Communication
2. _____
3. _____
4. _____
5. _____

PLAN OF ACTION

What ideas do you have to alleviate those challenges?

Meet the teacher and Open house should have
a portion for parent engagement resources.

CAMPUS: HUNTERS HILL ELEMENTARY

TITLE I TPAC
2024:2025

Title I Survey

CHALLENGE

After reviewing your Parent Survey results, please write down 3 – 5 greatest areas of opportunity based on your results.

1. EFFECTIVE COMMUNICATION
2. INEXPERIENCED STAFF
3. UNPROFESSIONAL ATTITUDES
4. PTO
5. LAST MINUTE CHANGES

PLAN OF ACTION

What ideas do you have to alleviate those challenges?

COMMUNICATING BETTER, GETTING MORE STAFF WITH EXPERIENCE, MORE TRAINING,
HAVE PARENTS CREATE A PTO FROM GENUINELY, AND NOT WAITING TO THE LAST
MINUTE FOR THINGS

Campus: HUNTERS HILL
ELEMENTARY

Completed by: JENNI HUBERT - WASHINGTON Date: 5/19/2025

Open Discussion Feedback

1. Think back to the beginning of the year, what programs did you participate in at the campus?
What programs would you like to see added to the family engagement program?

PTD NONE

PTD

2. Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year?

Helping my child to be challenged academically;

3. What type of programs or trainings to improve student academic performance would you be likely to participate in if they were offered by the campus?

SKILLS TRAINING FOR EVERYDAY LIFE LIKE CREDIT SCORES, MANAGING MONEY, SAVINGS ACCOUNT, ETC.

4. How can the school assist you with helping your children in the core content areas of math, ELA, science and social studies?

Finding different ways to teach difficult subjects

5. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?

WORK

EXTRA CURRICULAR ACTIVITIES

6. Explain what the campus can do to address the barriers.

Be open minded to after 5 pm activities and events

7. What hours are more convenient to conduct trainings, programs, parent meetings and workshops?

After school

8. How can we get more parents involved in the revision and planning process of the school's family engagement program and other decision-making committees?

Ask from the parent perspective

9. Have enough materials been available to assist you with student learning via the parent resource center? Explain changes that could be made to improve the center.

more parents involvement

10. To what extent have you found the parent resource center useful? Describe areas of improvement that could be made.

it hasn't because parents are not involved

Campus: Hunter's Glen

Completed by: Andrell Kirksey

Date: 5-23-2025

Open Discussion Feedback

1. Think back to the beginning of the year, what programs did you participate in at the campus?
What programs would you like to see added to the family engagement program?

Halloween Parade
Black History Program

Movie Night, Exchange a Book, Sports Club, After School Vendors
Gymnastics, Karate, Pep Squad

2. Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year?

ELC has constant communication with class Dojo, Conduct Folders, Homework, Projects, and timely response.

2nd Grade was very low on Communication, folders were not updated daily, I didn't know what they were working on or testing

3. What type of programs or trainings to improve student academic performance would you be likely to participate in if they were offered by the campus?

Parent with student learning days at the school.
(During the day or After School)

Reading, Math Stem Nights with meaningful activities and Strategies

4. How can the school assist you with helping your children in the core content areas of math, ELA, science and social studies?

Weekly Newsletters saying what the class is working on.
Sending home classwork, so we can see what they are doing

5. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?

Jobs, Tired, No time, not interested, doesn't check Dojo

6. Explain what the campus can do to address the barriers.

Build relationships with the Parents

Admin should be more visible on Days and events

Post Parent Board or Activities in the school lobby

Have local vendors to come when you need parents to come

they can sell items or give out information

workshops?

2 sessions during the day and after school

Virtual Sessions - the class with the most parents

to attends gets a class party.

8. How can we get more parents involved in the revision and planning process of the school's family engagement program and other decision-making committees?

Often Food

State a specific topic that will interest the

Parents.

Provide a sign up Board or Class Announcements

9. Have enough materials been available to assist you with student learning via the parent resource center? Explain changes that could be made to improve the center.

I have not used the Parent Resource Center

Events that you can assign Parents to help with

or school duties. Ex. I had 10 Parents to decorate or monitor halls.

10. To what extent have you found the parent resource center useful? Describe areas of improvement that could be made.

Flyers, QR codes

More Communication, Social Media, School Page

Campus: Hunters Glen

Completed by: Marissa Coarica

Date: _____

Open Discussion Feedback

1. Think back to the beginning of the year, what programs did you participate in at the campus?
What programs would you like to see added to the family engagement program?

I did not realize I had the resources for technology help and parent classes. I did not see them advertised in class Dojo. I was unaware of the many classes and programs. Huffer w/ Mems

2. Name some ways in which the school has been successful in helping you and your children meet academic goals and challenges throughout the year?

I did not feel like a partner I felt like a bystander. I was very unsure how to help my scholar achieve academic success.

3. What type of programs or trainings to improve student academic performance would you be likely to participate in if they were offered by the campus?

I would volunteer PTA to create a bridge between parents and teachers. I'm excited for all the programs but they need to be communicated the way the school schedule is, frequently.

4. How can the school assist you with helping your children in the core content areas of math, ELA, science and social studies?

The school can help by letting me know what my scholar is working on. I have practical resource but I want to know how to be an active advocate.

5. What are some of the top barriers that prevent parents from being able to participate in school functions, activities, and planning events?

Communication between parents & teachers is vital for success. Help me to Help my scholar. Communication is reactive not proactive.

6. Explain what the campus can do to address the barriers.

All parents had a 9 week syllabus. Text books for home work or at least digital so it can vary the meeting material.

7. What hours are more convenient to conduct trainings, programs, parent meetings and workshops?

Communication, it seemed there were parent resources at the time of the period. There was a calendar hanging up, but there was no digital communication.

8. How can we get more parents involved in the revision and planning process of the school's family engagement program and other decision-making committees?

Invite them. We signed up for classes and PTA in the beginning of the year, yet received no further communication.

9. Have enough materials been available to assist you with student learning via the parent resource center? Explain changes that could be made to improve the center.

Yes it was just unclear that all these resources were here.

10. To what extent have you found the parent resource center useful? Describe areas of improvement that could be made.

We had good donations. It can navigate the student due to a tech appointment. It found parent classes and family engagement. The parent participated in meetings w/ me. Parents w/ kids volunteered to help build a chess team.

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
122 HUNTERS GLEN	HUNTERS GL	HUNTERS GL	TEACHER LIT INTRVN	1	HOWARD	CANDICE	1 30		122	A	PRINCIPAL ELEM
122 HUNTERS GLEN	HUNTERS GL	HUNTERS GL	TEACHER MATH INTRVN ELEM T1	0.5	AZIZ	CARLETTER	1 30		122	A	PRINCIPAL ELEM
122 HUNTERS GLEN	HUNTERS GL	HUNTERS GL	TEACHER RESTORATIVE PRACTICES	1	CARSONWALKER	AVAUNA	1 30		122	A	PRINCIPAL ELEM
122 HUNTERS GLEN	HUNTERS GL		BEHAVIORAL INTERVENTIONIST PBS	1	BEARD	NICHELLE	1 24		279	A	COOR MENTAL HLTH/SOC WORK SERV