

Dickinson Independent School District
Hughes Road Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

We will create a safe learning environment by building positive relationships with our students, their families, and the community while establishing a solid educational foundation.

Vision

Together we will shape the future by inspiring and empowering lifelong learners.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 4
- School Culture and Climate 5
- Staff Quality, Recruitment, and Retention 6
- Curriculum, Instruction, and Assessment 8
- Parent and Community Engagement 10
- School Context and Organization 11
- Technology 12
- Priority Problem Statements 13
- Goals 14
- Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success. 15
- Goal 2: HRES will provide a physically and emotionally safe, healthy, and equitable environment. 24
- Goal 3: HRES will make family and community partnerships a priority. 26
- Goal 4: HRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success. 28
- Goal 5: DISD will provide operational services to support the success of student learning. 30
- State Compensatory 32
- Budget for Hughes Road Elementary School 33
- Personnel for Hughes Road Elementary School 33
- Title I Personnel 33
- Campus Funding Summary 34
- Addendums 35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hughes Road is a Title I campus that serves approximately 750 students in grades PK to 4.

Our student population is made up of 41 % Hispanic, 31% White, 23% African American, 1% Asian and 4% Two or more. 70% of our students are Free/Reduced lunch and 36% of our population is At-risk. Our staff is composed of 64% White, 19% African American, and 17% Hispanic.

Our average daily attendance rate is 93%.

Hughes Road Elementary services 54 English Language Learner students, 57 students in the Gifted and Talented program, 22 students identified for 504 services, and 108 students are currently served through special education services.

Demographics Strengths

- * HRES serves a diverse population and staff is diversified
- * Diversity of the student body and community enrich students experiences at HRES
- * Many teachers are ESL and GT Certified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates are low - a yearly average of 93%. **Root Cause:** Many families are struggling, and parents cannot get their children to school every day.

Student Achievement

Student Achievement Summary

Hughes Road is a campus that services the needs of a diverse population of students, parents, and staff. Hughes Road Elementary has high expectations for all staff, students, and parents. We have school-wide expectations and programs in place that contribute to the positive school climate. We continue to strengthen our school organization by continuing to implement initiatives and policies.

Throughout the school year a variety of assessments play a key role in campus academic performance.

- SEE ATTACHED ADDENDUMS

MAP EOY SUMMARY REPORT

Math MClass BOY/EOY Correlation (K-3)

Reading MClass BOY/EOY (K-3)

STAAR 2022

2022 TELPAS Score Summary

Student Achievement Strengths

Our strengths are:

- Access to multiple forms of curriculum - textbooks, LLI, multiple on-line resources, leveled literacy materials, and mentor texts
- Support for Special Education students, as well as students who struggle with behavior
- Academic Coaches in the classrooms with teachers to model and coach
- Instructional Support - Certified teachers as well as instructional paraprofessionals working with students within the classroom
- Celebrations for student work
- RTI, 504
- Weekly Collaborative Team Time for all grade levels - 90 minutes

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Classroom instruction and intervention are not meeting the needs of all students in achieving a full years growth in reading and math **Root Cause:** Instruction and intervention focus on students meeting standards not on depth of understanding.

Problem Statement 2 (Prioritized): Large number of students in Tier I are not successful which results in an increased amount of students who are placed in tier 2/3 **Root Cause:** Tier 1 instruction is not successful and must be a focus of leadership/grade level teams.

School Culture and Climate

School Culture and Climate Summary

HRE is a safe, welcoming and friendly place to learn. Our campus offers a well maintained and clean environment. Our students enjoy coming to school. They are greeted daily with words of encouragement and a genuine sense of caring by all staff and volunteers. Our students are provided free breakfast.

School safety is a priority on the campus. Students and staff participate in safety drills to ensure adequate preparation in case of an emergency. HRES teachers and counselor provide students with character education classes and anti-bullying presentations.

Our campus focus is on high expectations in regards to academics as well as building relationships with our students and their families. Although we are building relationships between families and staff, student attendance is below the district goal of 98%, motivational incentives will be utilized each nine weeks. Through the use of our campus initiative Vision Management, we continued to reduce the percentage of students who are lacking in social skills, displaying appropriate behavior in the learning environment, as well as responding appropriately to adult requests. We will also continue to use Restorative Practices to build relationships with our students and their families.

We offer extra academic support, small group work, after the direct instruction has occurred, tutorials, use of instructional support and paras for small group, and one-on-one Behavioral support to our students. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. The sharing of each other's talents and thinking, while focusing on the right work, keeps team members doing whatever it takes to improve student performance.

School Culture and Climate Strengths

- Students & Staff feel safe
- Extracurricular activities available for students - art club, robotics, Makerspace
- Career presentation focus and planning
- Anti-bullying presentations
- Common planning time for grade levels
- Campus Wide Discipline plan in place (Vision Management/Restorative Practices)
- 2020-21 Communities In Schools assists in supporting students and their families
- Staff care project

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hughes Road strives to interview and employ highly qualified teachers and instructional paraprofessionals and to work closely with district Educational Services and Human Resources departments to provide trainings and assistance to those who might need support. Open instructional positions are posted on our district website with ample time to recruit certified and effective individuals prior to the beginning of the school year.

Teachers, Academic Coaches, and administrators are involved in the interviews. Retention of highly qualified teachers is supported by the mentoring program which is provided by the district as well as at the campus level.

At this time, Hughes Road teachers are 100% highly qualified. We have eight new staff members due to either transfers, resignations or added positions.

Staff members have attended professional development in researched based strategies such as: Navigating the ELPs, Fundamental 5, and 7 Steps to a Language-Rich Interactive Classroom, reading training, math training, Lead4Ward, Restorative Practices, and Special Education training provided by the District. Implementation will be monitored by administrative walk thrus and ongoing campus staff development.

Campus administrators and three teachers will attend AVID Summer Institute 2021-2022. Campus administration and twenty teachers will participate in the Global PD offered by Solution Tree.

To share the strengths of the most effective teachers, Academic coaches will provide novice teachers opportunities for coaching sessions and time to observe expert teachers.

Staff Quality, Recruitment, and Retention Strengths

- Utilize the Human Resource Department, online application resources to find qualified applicants
- Campus interview committee involved in hiring
- Continuous professional development for best practices in academics to assure students are receiving good first teaching
- District and campus mentoring programs promote the development of new teachers
- Professional development programs provided by district & campus, focused on specific needs/multiple opportunities throughout summer as well

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Ongoing training is needed to provide effective delivery of instruction. **Root Cause:** Lack of time during the school year and coverage for training during the day.

Problem Statement 2 (Prioritized): Academic coaches are needed to mentor teachers as well as serve in other capacities. **Root Cause:** Lack of time due to multiple responsibilities. (GT, RTI Coordinator, etc...)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus will meet state and federal accountability standards for 2022-2023 and all performance indicators at each tested area will be at or above the state average. Curriculum, instruction, and assessment must all be in alignment for students to be successful. Our students' academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards.

Each grade level has a common planning time where they are able to collaborate with each other as well as with the Academic Coaches each week to determine and discuss research-based best practices for implementation of meaningful activities designed to meet the needs of all students through a balanced literacy and math program. In addition to whole-group instruction, remediation and differentiation occurs in small groups informed by data analysis. Assessment, both formative and summative, is on-going, to guide instruction.

AVID schoolwide systems will be implemented to ensure improved academic performance for all students on their path to college and career readiness.

During the school day students receive targeted interventions that are data-driven by student academic needs. All grade levels are expected to be working with a specific sub-group of students on documented identified needs. (provided by teachers, paraprofessionals, and academic coaches). We will also continue utilizing LLI interventions with groups of students and for 2022-2023 we will continue to focus on academic growth and advancement.

Campus Administrators, Curriculum Specialists and Academic Coaches will actively monitor classroom teaching. Curriculum Specialists and Academic Coaches will provide additional support to each team through aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation and mentoring.

Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence/Place mats and planned units which are aligned with the TEKS
- MAP/MClass testing three times a year
- CTT's
- On-going training provided to teachers regarding Balanced Literacy framework, curriculum knowledge and small group instruction in math
- Continue with targeted intervention
- Instructional Coaches provide coaching to teachers in order to improve tiered instruction

- Dyslexia services are provided to identified students
- Prodigy is used as an intervention/reinforcement in math for grades 1st - 4th
- Data is analyzed to improve instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: As a campus, departments need to participate in vertical alignment opportunities on a consistent basis.

Problem Statement 2 (Prioritized): All students need to be reading at or above grade level at the end of second grade. **Root Cause:** Intervention in kindergarten and first grade needs to be targeted and consistent.

Problem Statement 3: Tiered Interventions are not effective.

Parent and Community Engagement

Parent and Community Engagement Summary

Hughes Road strives to maintain a strong partnership with parents and guardians of our students.

We offer a wide variety of parent nights, Title I meetings, curriculum nights and other events to continue building parent and family involvement. We utilize a variety of tools to communicate in order to make sure families stay informed about the campus as well as the district, including social media (Twitter, Facebook), campus website, newsletters, calendars, call-outs, etc..

Parents can access their child's grades/attendance through Skyward Family and Student Access. Campus survey provided for parental input.

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

- Opportunity to participate in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker
- On-going parent conferences
- Meet the Teacher
- Open House
- Title I Mtgs
- Family Night
- Instructional Nights
- Career Days

School Context and Organization

School Context and Organization Summary

Hughes Road Elem is a PK - 4 campus. We offer SAILS and ECSE. PK-1st are self-contained. Grades 2-4 are semi-departmentalized, students have one teacher for math & science and another for language arts & social studies. All grade levels have a common planning time where they are able to collaborate and design engaging lessons. Teachers meet one day each week with Academic Coaches to design lessons and determine necessary resources. Academic Coaches are assigned content areas. They are responsible for planning, coaching, modeling, and mentoring the teachers in order to ensure that best practices are implemented in all classrooms.

Teachers meet weekly for Collaborative Team Time (CTT) where they engage in professional development, work on lesson design, examine research-based instructional strategies, and collaborate on instructional delivery. Extended collaboration times are held to engage in desegregating data and determining needs of students in order to further drive instruction. We meet as a faculty in order to further our professional development and to relay pertinent information. The Administrative Team, which is made up of the Principal, Asst. Principal, and the Academic Coaches, meets on a weekly basis in order to collaborate and discuss students, academics, initiatives and implementation items, and overall functioning of the facility.

School Context and Organization Strengths

- Campus schedule is structured to maximize instructional time
- CTT's are designed to increase dialog, depth of knowledge regarding TEKS and analysis of data, prior to lesson design and then allowing for individual teacher autonomy to make adjustments to meet the needs of their students.
- Academic Coaches are utilized to support teachers' instruction
- Vision Management strategies
- Schoolwide implementation of Restorative Practices
- Utilization of pre-planning documents
- Implementation of instructional strategies from the lead4ward playlist

Technology

Technology Summary

HRES is aware that instructional technology is a critical component to ensuring students are prepared for success in college and the workforce. HRES uses technology to support the diverse learning needs of our students. Every content area classroom has a computer, document camera, and a projector. Hughes Road has two computer labs and numerous chrome book carts for grade levels to share. The campus benefits from a technology specialist who is on our campus twice a month to train, model and answer questions regarding the implementation of technology integration.

HRES will utilize MAP to access what 2-4th grade students are ready to learn and MCLASS for grades K-1. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

Technology Strengths

- Teachers utilize the two computer labs, and chrome carts to immerse students in the internet and technology
- On-Line Resources for students & staff
- Additional chrome books were added for student use 2021-2022
- Campus wide instructional technology: Prodigy, IXL, HMH. For assessment purposes students use MAP and MAP Fluency. Students attend technology class weekly.

Priority Problem Statements

Problem Statement 1: Student attendance rates are low - a yearly average of 93%.

Root Cause 1: Many families are struggling, and parents cannot get their children to school every day.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Classroom instruction and intervention are not meeting the needs of all students in achieving a full years growth in reading and math

Root Cause 2: Instruction and intervention focus on students meeting standards not on depth of understanding.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Ongoing training is needed to provide effective delivery of instruction.

Root Cause 4: Lack of time during the school year and coverage for training during the day.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 3: Large number of students in Tier I are not successful which results in an increased amount of students who are placed in tier 2/3

Root Cause 3: Tier 1 instruction is not successful and must be a focus of leadership/grade level teams.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: Academic coaches are needed to mentor teachers as well as serve in other capacities.

Root Cause 5: Lack of time due to multiple responsibilities. (GT, RTI Coordinator, etc...)

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: All students need to be reading at or above grade level at the end of second grade.

Root Cause 6: Intervention in kindergarten and first grade needs to be targeted and consistent.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Goals

Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: All students will show at least one year's growth in Reading, Math, and Writing and improve their performance on the standards set for Reading and Math STAAR.

Evaluation Data Sources: Improved STAAR results, TELPAS, CBA's, MAP, MClass, IEP progress monitoring, Reading Levels

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will follow the district balanced literacy plan in order to provide balanced literacy instruction in the classroom through the use of Leveled Literacy materials and attend professional development designed to increase student reading comprehension and fluency.</p> <p>Strategy's Expected Result/Impact: MCLASS ,CBAs, MAP, TELPAS, STAAR results</p> <p>Staff Responsible for Monitoring: Administrators Curriculum Specialist Academic Coach Teachers</p> <p>Additional Targeted Support Strategy</p> <p>Funding Sources: Curriculum Specialist for training - Local Funding, Professional development - 211-Title IA - \$3,000, Provide PD materials - 255-Title IIA - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Academic Coaches will support in planning and professional development, and Interventionists will assist in providing research-based interventions for all students.</p> <p>Strategy's Expected Result/Impact: In small group instruction and classroom environment, all students will make one year of growth as indicated on MAP, MClass, Reading level, and STAAR.</p> <p>Staff Responsible for Monitoring: Academic Coach, Instructional Interventionists, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will use supplemental instructional materials that support professional development areas in order to improve student scores in: Writing, Comprehension, Phonics, Guiding Reading and Writing</p> <p>Strategy's Expected Result/Impact: Documented classroom observations of teachers and students using materials during instruction. Increased scores on CBA's, benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Academic Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Using formative assessments of learning, grade level team members will respond to the needs of students in a timely manner. If needed, RTI will be implemented for students not meeting grade level expectations.</p> <p>Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Academic Coach, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: GT curriculum will be provided to identified students during the school day.</p> <p>Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, MAP, STAAR</p> <p>Staff Responsible for Monitoring: Academic Coach (GT Coordinator), Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development materials that support ongoing trainings. i.e., book studies, teacher resources</p> <p>Strategy's Expected Result/Impact: Documented sign in sheets of trainings. Classroom environments, small guided groups, rigorous station activities and formative data binders</p> <p>Staff Responsible for Monitoring: Principal, Academic Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will review TELPAS proficiency levels in Reading, Listening, and Speaking from the previous year and monitor progress throughout the year to target growth.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, STAAR, and all students will make one-year growth in their reading level.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, and Academic Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population to increase student performance. Some training may be virtual.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: All students will receive small group instruction for Reading and Math. Those students who performed below standard on STAAR will receive additional accelerated instruction by HB 4545.</p> <p>Strategy's Expected Result/Impact: All students will make one year of growth as indicated by Reading level, MClass/Map, and will demonstrate growth on the STAAR test in Reading and Math.</p> <p>Staff Responsible for Monitoring: Teachers, Academic coaches, Interventionists, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 5 Details	Reviews			
Strategy 5: GT Enrichment will be provided to identified students during the school day. Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, STAAR Staff Responsible for Monitoring: Principals & Academic Coaches	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Purposeful embedding of process TEKS within daily classroom instructional practices to strengthen student's problem solving skills Strategy's Expected Result/Impact: Lesson plans, classroom observations Staff Responsible for Monitoring: Academic Coach	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Teachers will effectively implement both whole and small group instruction as well as utilize learning centers as independent review and extension of the lesson. Strategy's Expected Result/Impact: Lesson plans, classroom observations, PLC's Staff Responsible for Monitoring: Academic Coach & Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population to increase student performance. Some training may be virtual. Strategy's Expected Result/Impact: Increased STAAR scores Staff Responsible for Monitoring: Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: 100% of ELL students will show one year or more growth in English language acquisition and meet minimum STAAR standards.

High Priority

Evaluation Data Sources: STAAR, TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Review TELPAS proficiency levels from previous year. Monitor EL progress throughout the year. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS and STAAR. Staff Responsible for Monitoring: Assistant Principal, LPAC, ESL teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide differentiated classroom instruction to foster language acquisition through discussions from teacher to student, student to student, and student to teacher utilizing district resources such as HMH EL support and 7 Steps to Language Acquisition. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Academic Coaches, Principal & Asst. Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Evidence of ELPS implementation will be in lesson plans, in class room, and observed during instruction daily. Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Academic Coaches, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ongoing professional development for teachers of ELL students Strategy's Expected Result/Impact: Documented sign in sheets of trainings, classroom environments, evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will post language objectives on the board and incorporate them in their lessons</p> <p>Strategy's Expected Result/Impact: Evidence of student growth on common assessments, CBA's, TELPAS, Woodcock Munoz and STAAR.</p> <p>Staff Responsible for Monitoring: Academic Coaches, Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize contracted service providers, as well as attend professional development to receive training in and out of state in best practices for At-Risk students, GT, ELL, Special Ed, or any other sub population to increase student performance. Some training may be virtual.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores TELPAS</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: We will ensure 100% of students are offered well-rounded educational opportunities.

Evaluation Data Sources: Improved STAAR results, Increased interest in STEM activities

Strategy 1 Details	Reviews			
<p>Strategy 1: HRES will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Robotics Coaches, Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: HRES will promote well-rounded educational opportunities for students in grades 1-4 through Maker Space. (Supplies, materials and technology will be needed in order to provide this opportunity to all students.)</p> <p>Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Recess will be provided to all students every day.</p> <p>Strategy's Expected Result/Impact: Promote healthy living through daily exercise Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Art & Music will be provided weekly to students. (Supplies and materials will be purchased as necessary.)</p> <p>Strategy's Expected Result/Impact: To encourage student interest in and promote awareness of the fine arts. Staff Responsible for Monitoring: Fine Arts Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: By implementing the district curriculum along with strategies and initiatives to strengthen the instructional core curriculum and supporting students through Rti interventions, individual students and student groups will show an increase in scores in math and reading.

Evaluation Data Sources: MAP, CBAs, Classroom Observations, STAAR results, PSBM results, State and Federal System Safeguards

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to provide additional support to assist at-risk students. Interventionist will - plan, model, observe and evaluate lessons for students at-risk as well as provide interventions for at-risk students.</p> <p>Strategy's Expected Result/Impact: Documentation of Interventionist data. Classroom teachers continuing modeled practices.</p> <p>STAAR scores of at-risk students .</p> <p>Staff Responsible for Monitoring: Interventionist Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will continue to be trained in research based best practices which will enhance student success in all academic subjects.</p> <p>Strategy's Expected Result/Impact: Increased assessment scores Targeted/Effective instruction in the classroom</p> <p>Staff Responsible for Monitoring: Principal Academic Coaches, Interventionist Classroom Teachers Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize data to guide instruction. Weekly PLC meetings will allow Academic coaches/Administrators to assist teachers in analyzing data through the use of various resources (Lead4ward) to target their instruction.</p> <p>Strategy's Expected Result/Impact: Increased scores</p> <p>Staff Responsible for Monitoring: Teachers Academic Coaches Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will actively participate in PLC meetings that are focused on instruction, planning, professional development and student improvement.</p> <p>Strategy's Expected Result/Impact: Plans and Classroom instruction that is aligned with TEKS Increased student performance</p> <p>Staff Responsible for Monitoring: Academic Coaches Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Instructional staff will attend Reading, Math, Science, and Social Studies Focus trainings that model research based best practices in those content areas. Some training may require travel. Some training may be virtual.</p> <p>Strategy's Expected Result/Impact: Effective instructional strategies implemented in the classroom Increase in student performance</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will design lesson plans and implement instruction that reflects the most up to date district curriculum/Placemats at the correct level of rigor.</p> <p>Strategy's Expected Result/Impact: Increase in student performance Students who are able to articulate the learning objective and successful</p> <p>Staff Responsible for Monitoring: Teachers Academic Coaches Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Promote Career & College Readiness by incorporating conversations during designated AVID focused instruction, promotion of wearing college shirts, AVID bulletin boards, and by using the AVID instructional strategies and principles.</p> <p>Strategy's Expected Result/Impact: Increase in college and career awareness</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: HRES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Increase student attendance from 93% to 97%.

Evaluation Data Sources: Increased student attendance as shown through weekly PEIMS/Skyward/Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Provide weekly guidance lessons with the campus counselor Strategy's Expected Result/Impact: Reduction in discipline referrals, increase in student attendance Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use of school wide discipline plan to provide a positive, safe learning environment. Strategy's Expected Result/Impact: Decrease office referrals Staff Responsible for Monitoring: Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. Strategy's Expected Result/Impact: Documented services and materials supplied to students, increase in student attendance Staff Responsible for Monitoring: Counselor, District Social Worker	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting within time required by district and state. Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. Staff Responsible for Monitoring: Administrators, Campus Secretary	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Staff members will attend training and receive reading materials on safety, restorative practices, and/or relationship building in order to promote a safe learning environment. Strategy's Expected Result/Impact: Decrease office referral	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administrators



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: HRES will make family and community partnerships a priority.

Performance Objective 1: Through our programs, parent communication, and business partnerships, we will form highly effective relationships that support student success.

High Priority

Evaluation Data Sources: Increased student, parent and community participation in school activities

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase parent communication and awareness of events through social media and newsletters. Strategy's Expected Result/Impact: Social media correspondence and newsletters Staff Responsible for Monitoring: Administrators & Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities. Strategy's Expected Result/Impact: Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys. Staff Responsible for Monitoring: Principal, Asst. Principal, Office Staff, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. Strategy's Expected Result/Impact: Documentation of fliers, invitations, meetings, open house provided. Number of Kindergarten students registered prior to August 2020. Staff Responsible for Monitoring: Principal, Counselor, Teachers, Attendance Clerk/Registrar</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Hold Family Literacy and Math Night to promote the importance of reading, writing and math. Provide parents with information regarding how they can support their child at home academically.</p> <p>Strategy's Expected Result/Impact: Analysis of parent surveys, attendance sheets, copy of newsletters/informational sheets sent home</p> <p>Staff Responsible for Monitoring: Academic Coaches, Administrators, Classroom Teachers , Principal, Asst. Principal</p> <p>Funding Sources: Parent Involvement snacks - 211-Title IA - \$200, Parent Involvement instructional materials - 211-Title IA - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Parents will be invited to school functions such as Open House, Parent Orientation/Title 1 meetings, Grade level performances, book fairs, field day</p> <p>Strategy's Expected Result/Impact: Parent survey, sign in sheets</p> <p>Staff Responsible for Monitoring: Academic coaches, Administrators, classroom teachers, counselor, librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Staff and campus web pages will be kept current and used to communicate with parents and the community.</p> <p>Strategy's Expected Result/Impact: Web pages</p> <p>Staff Responsible for Monitoring: Principal, Secretary & Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Opportunity for parents to attend & participate in conferences, ARD's, LPAC's, 504's, RTI's as needed.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets</p> <p>Staff Responsible for Monitoring: Administrators, RTI Facilitator, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The campus will make available the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the campus library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.</p> <p>Strategy's Expected Result/Impact: Increase in Parent Engagement</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: HRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Retain staff through coaching, offering appropriate staff development and feedback while maintaining a focus on hiring qualified personnel.

Evaluation Data Sources: Staff retention rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Any new teacher will participate in the New Teacher Academy provided by the district with support from a Mentor Teacher on the campus.</p> <p>Strategy's Expected Result/Impact: Decrease in turnover rate and improved Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Dir. of Prof Development, Mentor Teachers, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom.</p> <p>Strategy's Expected Result/Impact: TTESS, walk-throughs and scheduled appraisals - increase in retention of new teachers</p> <p>Staff Responsible for Monitoring: Administrators, teacher mentors. Academic Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: During and/or after school professional development</p> <p>Strategy's Expected Result/Impact: Documented meetings, training, and classroom observations to increase the number of highly qualified staff members.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Give timely feedback to teachers from walkthrough visits and observations.</p> <p>Strategy's Expected Result/Impact: Eduphoria records, administrator tracking sheets of walkthrough visits - highly qualified</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Any new teacher hired who does not meet highly qualified standards will be provided with training opportunities, certification/test prep practice, and district support in order to meet highly qualified standards.</p> <p>Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner.</p> <p>Staff Responsible for Monitoring: Director of Professional Development, Asst. Principal, Principal, Director of Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The principal will encourage all certified teachers to apply for ESL certification so that all teachers are trained to meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Increased number of teachers with ESL certification</p> <p>Staff Responsible for Monitoring: Principal , Teacher, Human Resources</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Ensure 100% of allotted budget is spent on activities to improve student achievement and campus environment.

Evaluation Data Sources: Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: Secretary and principal will be trained by district business director on district policies and procedures for correct management of budgets. Strategy's Expected Result/Impact: Sign in sheet from training, compliance with district policies regarding budget management. Staff Responsible for Monitoring: Campus Secretary, Principal, Dir. of Bus. Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Coordinate use of funds with district budget managers in planning Master Schedule, professional development and supplemental materials for campus. Strategy's Expected Result/Impact: Documentation of meetings, communication with budget managers, and CIP. Appropriate use of funds to improve student performance. Staff Responsible for Monitoring: Principal, A-Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All business and money handled on campus will be documented and receipts will be provided. Strategy's Expected Result/Impact: Clear audits Staff Responsible for Monitoring: Campus Secretary, staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide and monitor procedures in place to promote energy conservation on a daily basis. Strategy's Expected Result/Impact: Documentation completed by district energy management team. Staff Responsible for Monitoring: Principal, staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Coordinate equitable funding for staffing using state and local funds, based on # of students served at the campus. Strategy's Expected Result/Impact: Documentation of meetings, communication with budget managers, and</p>	Formative			Summative
	Nov	Jan	Mar	June

CIP.

Staff Responsible for Monitoring: Principal, A-Team



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Hughes Road Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.27

Brief Description of SCE Services and/or Programs

--

Personnel for Hughes Road Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.07
Fuentes, M	Instructional Support Paraprofessional	1
Higgins, A.	Instructional Support	0.3
Jackson, L.	Instructional Support Paraprofessional	1
Masiel, A	Instructional Support	0.9
Smith, S.	Instructional Support Paraprofessional	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andie Masiel	Instructional Interventionist	DIP Problem 1; Goal 1; Strategy 14	1.0

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development		\$3,000.00
3	1	4	Parent Involvement snacks		\$200.00
3	1	4	Parent Involvement instructional materials		\$200.00
Sub-Total					\$3,400.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Provide PD materials		\$1,000.00
Sub-Total					\$1,000.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Specialist for training		\$0.00
Sub-Total					\$0.00

Addendums

Correlation

View

Population

1 Measure 1

2 Measure 2

Segment Results by: Grade
Grade Divider:
Display Data As: Head Count

Show Students Enrolled: On Test Day
Grade: All Grades
District: Dickinson IND School District
School: Hughes Road Elementary School

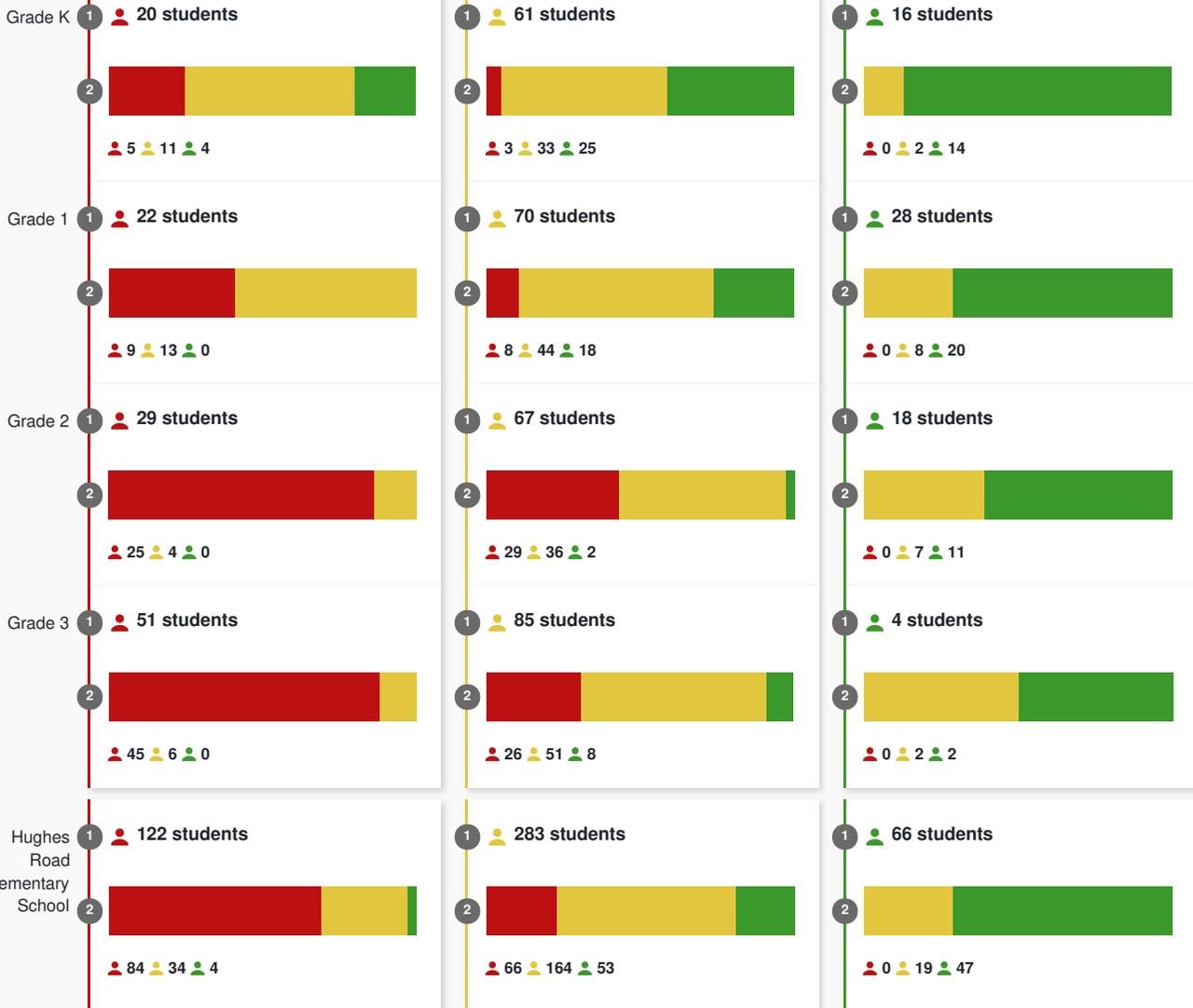
Assessment: Math
Measure: Overall
School Year: 2021-2022
Period: 21-22 BOY

Assessment: Math
Measure: Overall
School Year: 2021-2022
Period: 21-22 EOY

471 students with results in measures 1 & 2



Hughes Road Elementary School



Correlation

View

Segment Results by: Grade
Grade Divider:
Display Data As: Head Count

Population

Show Students Enrolled: On Test Day
Grade: All Grades
District: Dickinson IND School District
School: Hughes Road Elementary School

1 Measure 1

Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2021-2022
Period: 21-22 BOY

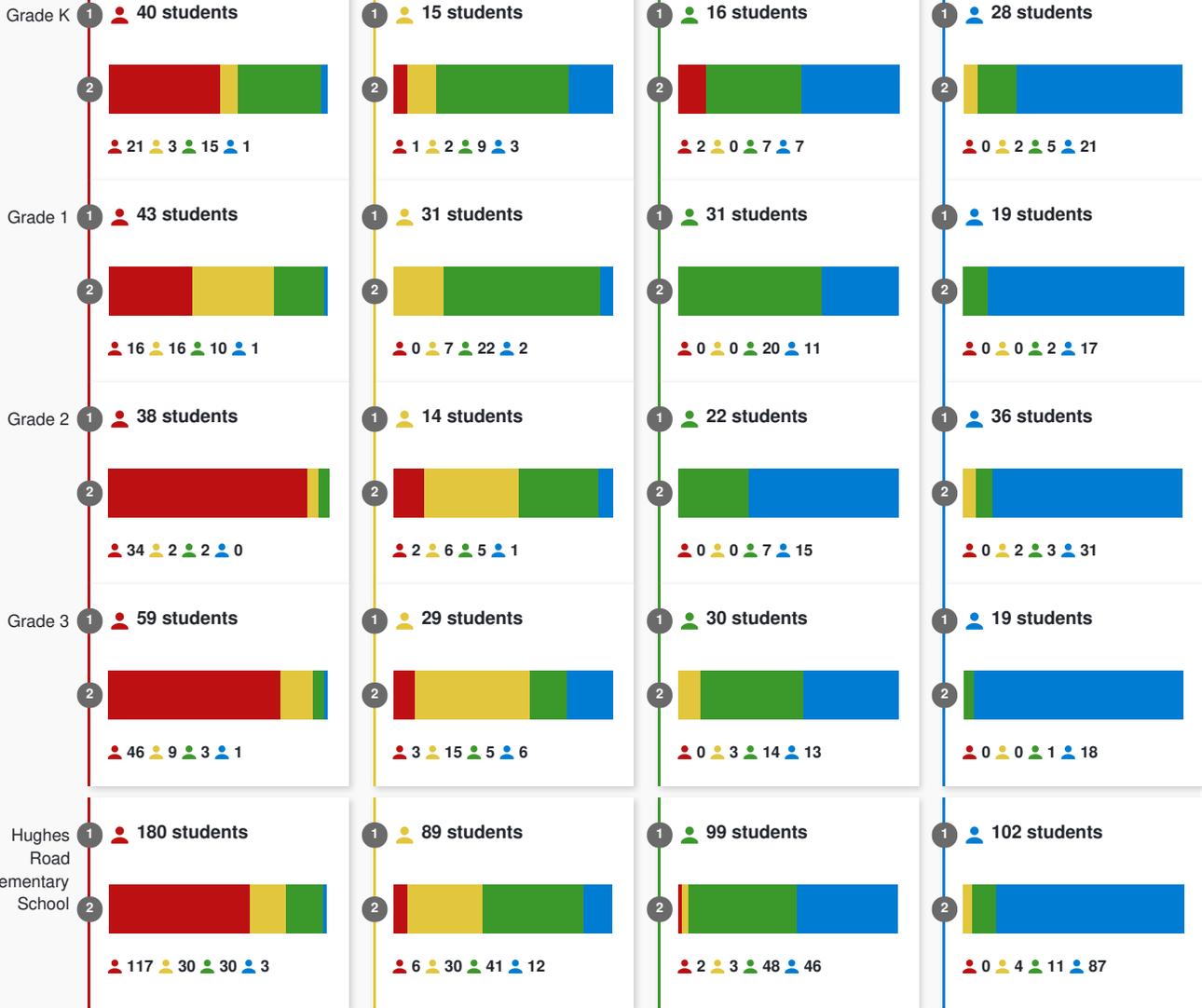
2 Measure 2

Assessment: DIBELS 8th Edition
Measure: Composite Score
School Year: 2021-2022
Period: 21-22 EOY

470 students with results in measures 1 & 2



Hughes Road Elementary School



Campus	May 2021 STAAR Math, G 3				May 2022 STAAR G 3 Math			
Groups	# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
State	325044	61	30	14				
Rgn IV	71862	62	31	15				
DISD	708	73	38	18	783	73%	45%	21%
HRES	116	66%	31%	16%	146	66%	42%	18%
EcoD	79	54%	24%	10%	103	64%	42%	18%
Asian	1	0%	0%	0%	text			
AA	20	60%	30%	20%	38	50%	37%	5%
Hisp	43	67%	33%	14%	60	67%	42%	18%
PI					0			
2+	9	67%	33%	22%	6	83%	33%	17%
White	43	67%	30%	14%	42	76%	50%	31%
EB	9	44%	22%	11%	14	64%	29%	7%
2M	2	100%	100%	50%	0			
SpEd	16	56%	13%	6%	19	47%	26%	21%

Campus	May 2021 STAAR Reading, G 3				May 2022 STAAR G 3 Reading			
Groups	# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
State	310158	68	38	19				
Rgn IV	69960	68	39	20				
DISD	665	72	40	17	742	77%	50%	28%
HRES	117	63%	36%	15%	146	68%	40%	23%
EcoD	80	54%	25%	8%	103	68%	39%	23%
Asian	1	0%	0%	0%	0	-	-	-
AA	20	65%	25%	5%	38	55%	21%	13%
Hisp	43	67%	33%	12%	60	68%	40%	20%
PI					0			
2+	9	67%	33%	11%	6	67%	33%	33%
White	44	59%	45%	25%	42	81%	57%	33%
EB	9	22%	0%	0%	14	57%	21%	7%
2M	2	100%	100%	0%				
SpEd	17	29%	18%	6%	19	37%	28%	11%

May 2021 STAAR Math, G 4				May 2022 STAAR G 4 Math			
# tests	Appr	Meet	Mstr	# tests	Appr	Meet	Mstr
330454	58	35	21				
75511	59	36	22				
784	69	43	26	849	69%	34%	16%
121	69%	39%	24%	150	59%	19%	7%
78	63%	31%	17%	93	49%	17%	3%
2	100%	100%	100%	text			
37	62%	41%	19%	34	47%	15%	12%
43	67%	28%	19%	56	64%	18%	4%
1	100%	0%	0%	text			
3	67%	33%	0%	11	55%	27%	9%
35	77%	49%	34%	48	63%	23%	6%
10	60%	20%	20%	13	46%	8%	0%
2	100%	50%	50%	1			
21	43%	29%	19%	17	41%	6%	6%

May 2021 STAAR Reading, G 4				May 2022 STAAR G 4 Reading			
# tests	Appr	Meets	Mstr	# tests	Appr	Meets	Mstr
318000	63	36	18				
74330	63	37	18				
768	63	30	13	842	78%	52%	25%
119	59%	24%	11%	150	73%	43%	19%
77	52%	17%	5%	93	62%	31%	10%
2	100%	50%	0%	1			
36	58%	19%	8%	34	74%	41%	21%
42	55%	19%	7%	56	64%	32%	16%
1	100%	0%	0%	0			
3	67%	33%	33%	11	73%	55%	27%
35	60%	34%	17%	48	83%	54%	21%
9	67%	33%	11%	13	31%	0%	0%
2	50%	50%	50%	1			
20	25%	5%	0%	17	47%	18%	6%



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Dickinson ISD

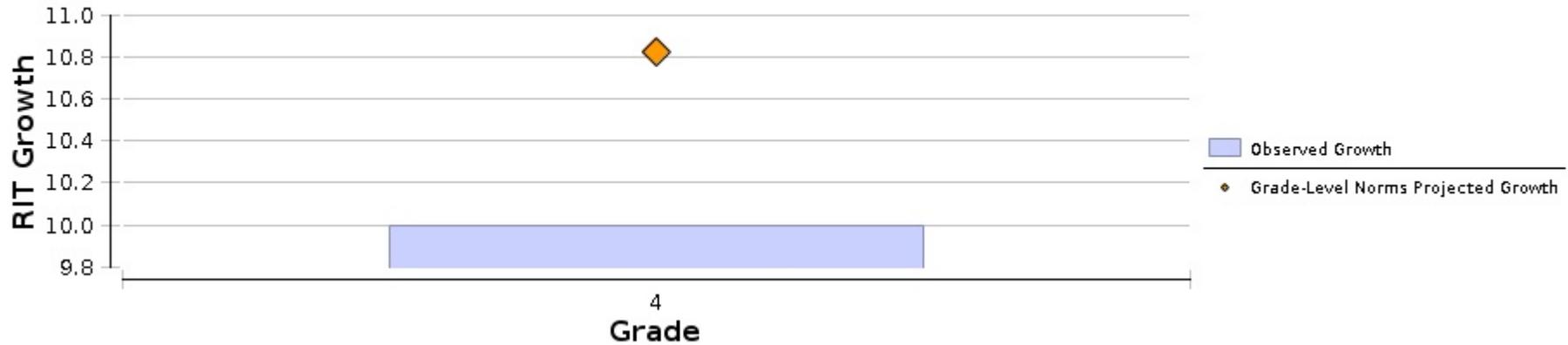
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: No

Hughes Road Elementary School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	124	197.3	12.1	37	207.3	14.1	33	10	0.6	10.8	-0.41	34	124	61	49	44

Math: Math K-12



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Aggregate by School

Term: Spring 2021-2022
 District: Dickinson ISD

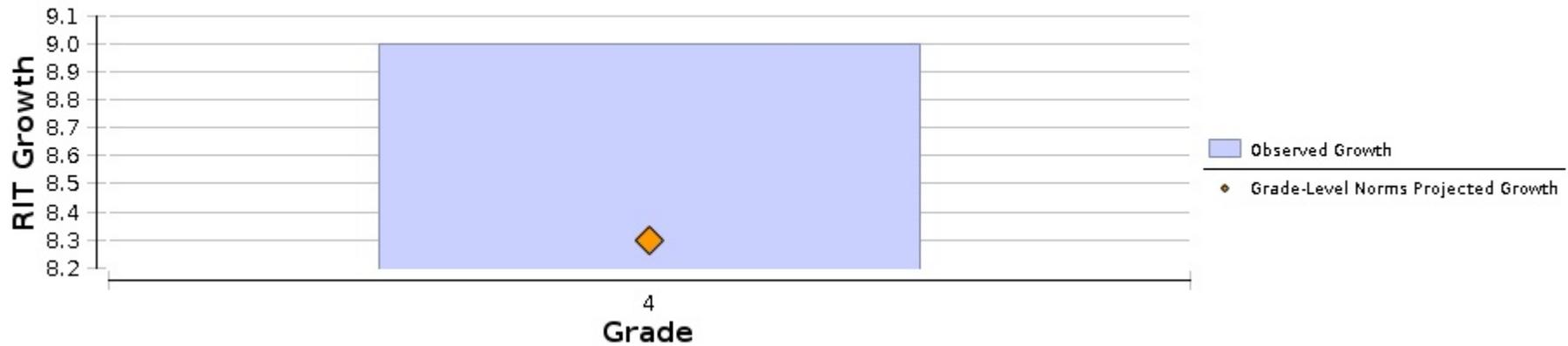
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: No

Hughes Road Elementary School

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	125	194.2	14.4	37	203.2	15.9	41	9	0.8	8.3	0.34	63	125	71	57	58

Language Arts: Reading



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
 District: Dickinson ISD

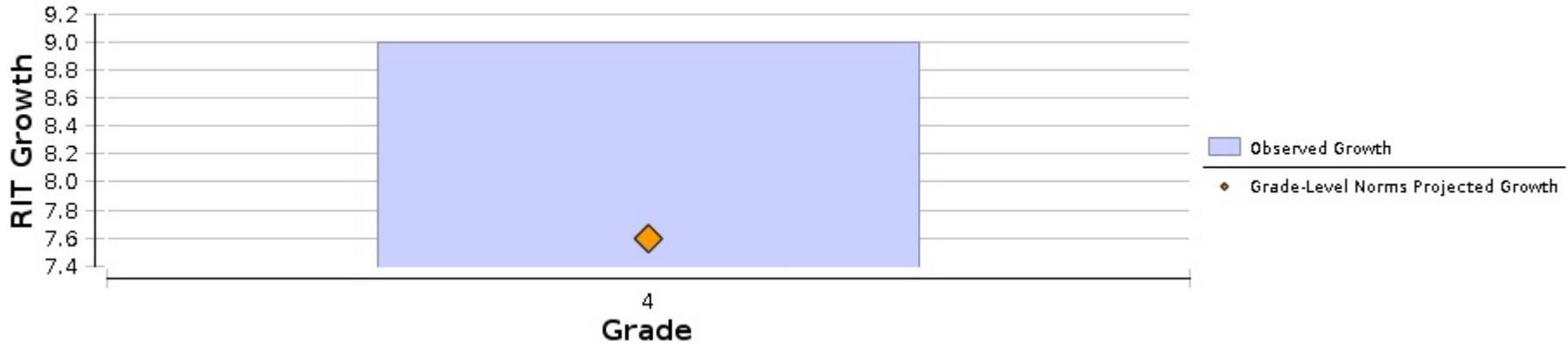
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021 - Spring 2022
 Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
 Grouping: None
 Small Group Display: No

Hughes Road Elementary School

Language Arts:
 Language Usage

Grade (Spring 2022)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
4	50	198.5	14.8	57	207.1	16.1	63	9	0.8	7.6	0.59	72	50	32	64	62

Language Arts: Language Usage



Explanatory Notes

†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.