

# Hutto Independent School District

## District Improvement Plan

### 2020-2021

**Accountability Rating: Not Rated: Declared State of Disaster**



**Public Presentation Date:** October 22, 2020

# Mission Statement

Hippo Nation inspires excellence in academics, character, and community.

## Vision

Hutto ISD aspires to be the premier choice in education through innovation, leadership, and diversity.

## Core Beliefs

1. Hutto ISD strives to be the best school district in Central Texas.
2. The safety and security of all is a top priority.
3. Every decision should be made in the best interest of students.
4. Success is possible for every student.
5. We recruit, develop, and retain exemplary staff.
6. The pursuit and acceptance of diversity is critical.
7. We will be responsible stewards of taxpayers' dollars.
8. All students are important, and the educational needs of each must be met.
9. Parents/guardians are vital to the success of our students.
10. Open two-way communication and transparency are imperative for a relationship-centered district.
11. Character is as important as academic achievement.
12. We are able to accomplish more as a community.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Hutto Independent School District is a suburb located in the Austin-Round Rock metropolitan area in Williamson County. It serves the City of Hutto, with a population of about 27,947, and is the proud home of the only Hippopotamus mascot in the nation.

### Community Data

- Average household size is 2.98, with the majority (77.1%) being married
- Average age is 32.47
- Diversity index is 74 with the top three being White (45%), Hispanic (34%), and Black (11%)
- Average household income is above \$90K with 35% of the population making above \$100K
- The highest educational attainment is an Associates Degree(30%), followed by a High-School Diploma (28%) and then a Bachelor's Degree (24%)

Hutto ISD continues to be one of the fastest-growing school districts in the state of Texas, with a current total enrollment of 8,367 students. The District grew by over 1000 students since the 2017 school year and has seen a consistent enrollment increase in the last 10 years. Hutto ISD presently has 7 elementary schools, 2 middle schools, one comprehensive 6A high school, one alternative high school campus focusing on academic assistance/credit recovery which also encompasses the Disciplinary Alternative Education Program (DAEP) campus.

The most recent demographic report indicates Hutto ISD is 33% White, 13% African American, 46% Hispanic, 9.7%, and 6% two or more races. The following percentages indicate students identified in special programs: 33.3% LEP, 5.9% Dyslexia, 14.2% Special Education and 4.36% Gifted and Talented, which is well below the state average (7.9%). The percent of students identified as Eco Disadvantaged has decreased minimally over time from 39.3 in 2018 to 38.1 in 2019. However, economically disadvantaged students are overrepresented in Hutto ISD. In Hutto, approximately 12% of children under 5 live in poverty, and 14% of families are headed by a single mother. This year our Kindergarten enrollment was significantly negatively impacted. However, we did experience comparable enrollment from last year in PreK. We have 16 Pre-K full-day classrooms this year. Hutto ISD also serves several military families. We currently have identified 217 (2.59%), military-connected students.

Hutto ISD has a bilingual program at KES, VHES, RES, and CCES. The program models followed in HISD are one-way and two-way dual language. The two-way dual language program has expanded and is now offered through 7th grade at both middle schools.

Hutto ISD partners with Temple College to provide dual credit and college and career options for students. The enrollment of students attending dual credit courses and enrolling in the REACH program continue to increase.

Hutto ISD's attendance rate is one of the highest in the Region 13 area and the state of Texas at 98.28%. Despite the challenges of COVID-19, Hutto ISD has maintained consistent communication with families. In a recent district survey, 91.7% of families felt that the district provided timely communication during the school closure.

### **Demographics Strengths**

1. Our Vision in Hutto ISD is to be the premier choice in education and clearly, with the consistent increase in student enrollment, it is an indication that we are the best option.
2. We have a high attendance rate compared to our region and the state which indicates a positive culture.
3. Our city leaders and community work well with the district and support various initiatives.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The increase enrollment of students across the district. **Root Cause:** Need to manage our resources to ensure efficiency.

**Problem Statement 2:** Our percentage of students identified as gifted and talented is below the state average. **Root Cause:** Staff need more help in identifying gifted students.

# Student Learning

## Student Learning Summary

As a result of Covid-19, TEA suspended annual academic assessment requirements for the Spring of 2020 school year.

In 2019, the last year for which we had STAAR scores, our district was rated a B overall. One area of focus for our staff is the School Progress Domain. School Progress measures district and campus outcomes terms of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. In the area of student progress, five campuses were identified as achieving limited progress for reading and/or math.

We have projected that 82% of the class of 2020 will earn an indicator. This percentage has risen every year for five years. We are also projecting that at least 59% of the class earned a College Readiness indicator.

In 2020, 38% of students identified as English learners advanced one level on TELPAS, and 3% of students advanced two levels, yet 12% of students identified as English learners regressed one level on TELPAS.

Internal district assessments showed strong gains in Pre-K scores over the last year. Enrollment has increased from 169 students in 2017 to 251 in 2020. We have continued to make gains in Emergent Literacy, Oral Language Development, Science, and Math.

## Student Learning Strengths

We continue to improve our CCMR numbers as well as AP testing participation and average scores. Our CCMR score continues to rise as does the number of industry based certifications students are earning. We believe this year would have been the highest number ever if the pandemic had not canceled some testing. The high school has been on the College Board Annual Advanced Placement District Honor roll list for the third consecutive year.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students are not performing as well on STAAR tests when compared to students at schools within their comparison groups. **Root Cause:** We focus too much on passing STAAR and not enough on growth and high achievement for all students.

**Problem Statement 2 (Prioritized):** Our students are not reaching Meets Grade Level on the STAAR test in large enough numbers. **Root Cause:** We need a focus on literacy and numeracy PK-10th grade.

## **District Processes & Programs**

### **District Processes & Programs Summary**

We are now implementing Springboard for ELA 6-12 as a curriculum. Vertical alignment and improvements in rigor are the driving forces for this initiative with long-term results yielding improved ACT/SAT scores and College Readiness in our Hutto graduates. We also recognize that we have a lot of new math teachers at the middle school level. We have purchased a curriculum, Agile Minds, that we believe will support our newer teachers in learning their content. We will be implementing I-Ready in our middle schools for math intervention to help fill in the gaps for our struggling learners. At the elementary level we will continue training on Guided Mathematics.

We are putting an extra emphasis on the transition activities we are offering for our students moving from Pre-K to Kindergarten, 5th to 6th grade, 8th to 9th grade, and now 9th to 10th grade with the new addition of our 9th grade campus. We want to ensure that our students feel welcomed and get varied exposure to their new campus.

A recent special education review identified many areas of improvement over the last two years, but identified transition planning for students ages 14 and up as an area of growth. Special education staff and administration will be trained on transition documentation needs and ARD processes for transition planning. Staff will also be trained on the use of transition assessments with all students. Placing a focus on transition planning will also focus on CCMR indicators and failure rates in 9th grade.

Our district piloted a teacher incentive program for 1st grade at two campuses last year. The program was successful, and we have plans of expanding post-COVID 19. We also added a Director of Human Capital for this school year whose job is to promote the district, recruit qualified employees, and lead retention efforts.

We employ 21 Professional School Counselors and 4 Licensed Mental Health Professionals to serve our 11 campuses. Our Professional School Counselors provide a comprehensive guidance plan for positive social emotional student learning and growth. Guidance topics throughout the year are integrated with the Hippo Way Program, College & Career Readiness, Academic Achievement, and Social Emotional Learning (SEL). In the summer of 2020, we reviewed and updated our elementary comprehensive school counseling program and our elementary Hippo Way Program for implementation in 2020-2021. Our licensed mental health professionals provide case management, individual and group counseling in order to support students in the school environment and in meeting their educational goals. In 2020-2021 we reassigned our licensed mental health professionals in order to better serve students and families.

### **District Processes & Programs Strengths**

We have instituted many new mental health supports for students which have served over 200 families in the last year. We have also continued to create and refine processes to manage the incredible growth our district has experienced in the last ten years.

## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** As we can continue to grow and add new positions, ensuring all staff are aware of and can articulate district processes becomes challenging. **Root Cause:** We need to align district processes and program articulation for district processes and programs including: transition practices, RtI, LPAC admin procedures, 504, and SPED programming.



# Perceptions

## Perceptions Summary

Student discipline data is incomplete due to the campus shutdown during the pandemic. However, as of March, our data indicated that discipline referrals were at about the same rate as the previous school year.

Also due to the pandemic, we did not conduct our annual climate surveys for staff members. We did conduct some surveys of our community and staff regarding the use of technology during campus shutdowns and more generally for parents about their engagement experiences.

The majority of staff felt prepared to take on the technology challenges presented by virtual learning and almost all knew where to get help if needed. While 79% of staff indicated they were ready to return to in-person teaching with safety protocols in place, 21% indicated some level of concern due to COVID 19.

Parents were more uneasy about virtual learning, but felt the level of communication from the district was good. Parents' top two family concerns going into this school year were "Exposure to COVID-19" and "Supporting their child with school work".

## Perceptions Strengths

Our strength is in our sense of community. HippoNation is more than just a catch phrase in Hutto. It is a statement of belief that we are stronger working together than working separately. In addition, parents have felt the communication level has been good during the Spring and the Summer.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Discipline referrals appear to have remained at the same rate as previous years instead of declining. **Root Cause:** Teachers and administrators need more alternatives to improving student behavior than discipline referrals.

**Problem Statement 2:** 39% of parents and 20% of staff respondents during the summer were concerned about COVID 19 exposure. **Root Cause:** Having school during a pandemic is new challenge for all involved.

**Problem Statement 3:** Parents are concerned about helping their students complete schoolwork. **Root Cause:** Many parents struggled with helping their children during virtual learning.

# Priority Problem Statements

**Problem Statement 1:** Our students are not reaching Meets Grade Level on the STAAR test in large enough numbers.

**Root Cause 1:** We need a focus on literacy and numeracy PK-10the grade.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Students are not performing as well on STAAR tests when compared to students at schools within their comparison groups.

**Root Cause 2:** We focus too much on passing STAAR and not enough on growth and high achievement for all students.

**Problem Statement 2 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

#### **Employee Data**

- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

#### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals





Revised/Approved: November 19, 2020

**Goal 1:** Engage all students through innovative and collaborative instruction and curriculum.

**Performance Objective 1:** The District will improve our teacher-led Professional Learning Community effectiveness.

**Evaluation Data Sources:** HISD PLC Rubric

**Summative Evaluation:** None

<b>Strategy 1:</b> Involve campus principals, instructional coaches, teachers, and district staff in producing an agreed upon district rubric. <b>Strategy's Expected Result/Impact:</b> HISD PLC Rubric <b>Staff Responsible for Monitoring:</b> Executive Director of School Support	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> Provide training on the use and implementation of the PLC Rubric. <b>Strategy's Expected Result/Impact:</b> Teachers and admin begin using the rubric to help support their work in PLCs <b>Staff Responsible for Monitoring:</b> Executive Director of School Support	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 3:</b> Hire instructional coaches for all campuses to provide training to teachers on best practices in the classroom. <b>Strategy's Expected Result/Impact:</b> Maintain at least one instructional coach at all Middle and Elementary schools and two at the high school. Evidence of attainment in closing loops based on observation and feedback data <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Executive Director of School Support <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> 11 FTEs for Instructional Coaches - SCE- Payroll Cost (salary) - \$660,000, Professional Development for Instructional Coaches - 199 Local Funds - \$3,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** Students are not performing as well on STAAR tests when compared to students at schools within their comparison groups. **Root Cause:** We focus too much on passing STAAR and not enough on growth and high achievement for all students.





**Problem Statement 2:** Our students are not reaching Meets Grade Level on the STAAR test in large enough numbers. **Root Cause:** We need a focus on literacy and numeracy PK-10the grade.

**Goal 1:** Engage all students through innovative and collaborative instruction and curriculum.

**Performance Objective 2:** 80% of students will be authentically engaged in the learning as indicated by observation of students by May 2021.

**Evaluation Data Sources:** Decrease in failure rate at campuses.  
% of students engaged in authentic learning.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Provide training to administrative teams and campus teachers on the use of Schlechty's engagement observation tool and review the data in Professional Learning Communities.</p> <p><b>Strategy's Expected Result/Impact:</b> Each campus will be able to report an overall engagement score for student collaboration in their building by May 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Support</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	June
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>				

**Goal 1:** Engage all students through innovative and collaborative instruction and curriculum.

**Performance Objective 3:** Create transition plans to increase student support during key transitions including Pre K to Kindergarten, 5th to 6th grade, and 8th to 9th grade.

**Evaluation Data Sources:** Plans from each campus

**Summative Evaluation:** None

<b>Strategy 1:</b> Create a plan for transitioning Pre-K and ECSE students to Kinder <b>Strategy's Expected Result/Impact:</b> Written plan for transition. <b>Staff Responsible for Monitoring:</b> Early Childhood Coordinator & Director of Curriculum and Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<b>Strategy 2:</b> Create a plan for transitioning students from 5th to 6th grades and from 8th to 9th grades and 9th to 10th grades. <b>Strategy's Expected Result/Impact:</b> Written Transition Plan <b>Staff Responsible for Monitoring:</b> Executive Directors of School Support	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 3:</b> Refine process for welcoming student new to an HISD campus that did not participate in our normal transition. <b>Strategy's Expected Result/Impact:</b> All students new to a campus will receive an orientation and support in their transition. <b>Staff Responsible for Monitoring:</b> Director of Student Services	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<b>Strategy 4:</b> Ensure that case managers review caseload grade progress reports for passing grades and assist students with creating a plan to bring up their grades if they are failing. <b>Strategy's Expected Result/Impact:</b> During the 19-20 school year 31% of 9th graders who are supported by special education failed at least one class for the semester. In the 20-21 school year, that percentage rate will drop to no more than 15%. <b>Staff Responsible for Monitoring:</b> Special Education Coordinator, Director of Special Education <b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 1:** Engage all students through innovative and collaborative instruction and curriculum.

**Performance Objective 4:** All special education students will participate in meaningful transition planning meetings.

**Evaluation Data Sources:** Review of all transition assessments and plans uploaded into Frontline.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Train all secondary special education teachers on transition planning and transition assessment to find students interests and aptitude.  <b>Strategy's Expected Result/Impact:</b> A completed interest inventory will exist for all students over the age of 14.  <b>Staff Responsible for Monitoring:</b> Director of Special Education  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 2:</b> Students will be able to identify their strengths, weaknesses and interests for transition planning using Naviance, Casey Life Skills Inventory or a Reading Free Vocational Interest Inventory an an annual basis.  <b>Strategy's Expected Result/Impact:</b> Students will present their own transition plans by the end of the year.  <b>Staff Responsible for Monitoring:</b> Transition Coordinator  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Engage all students through innovative and collaborative instruction and curriculum.

**Performance Objective 5:** Improve Hutto ISD's score on the Texas Education Agency Gifted and Talented Program implementation rubric to accountable by May 2022.

**Evaluation Data Sources:** TEA GT Rubric in the Texas State Plan for the Education of Gifted Students

**Summative Evaluation:** None

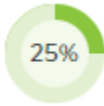
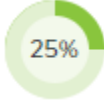

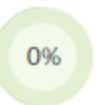
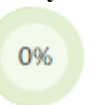

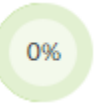
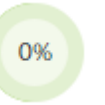
<p><b>Strategy 1:</b> Increase communication and support implementation of Gifted and Talented testing and subsequent services to students to ensure that identified students reflect the district demographics.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % of students being served by our Gifted and Talented Program to 6% by Aug. 2021. May 2020 we were at 4.51%</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Funding Sources:</b> GT testing materials, Professional learning for GT service providers, outreach to parents - 199 Local Funds - \$22,150</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Revise/enhance GT programming handbook to clearly articulate program services and refine procedures for identification, testing, qualification and appeals.</p> <p><b>Strategy's Expected Result/Impact:</b> Clearly articulated GT plan results in increased numbers of students served; increase the % of students served by Gifted and Talented Program to 6% by Aug. 2021. In May 2020 we were at 4.51%;</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide new opportunities for parents to learn about GT Programming within and outside the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent meetings scheduled throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Curriculum and Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 4:</b> Explore district wide testing for 2nd graders at GT in order to ensure increase equitable representation across the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the % of students being served by our Gifted and Talented Program to 6% by Aug. 2021. May 2020 we were at 4.51%</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				














**Goal 1:** Engage all students through innovative and collaborative instruction and curriculum.

**Performance Objective 6:** Provide innovative programming and experiences to students in grades PK-12 through innovative enrichment opportunities and quality professional learning provided to educators.

**Evaluation Data Sources:** Student participation in innovative programs

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Develop and implement blended learning opportunities for students at Hutto MS and River Horse Academy [TEC 11.252(a)(3)(D).  <b>Strategy's Expected Result/Impact:</b> Classroom observations will reveal the use of blended learning in 50% of classes; Personalized learning experiences for students will improve student engagement and achievement  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction &amp; Blended Learning Coordinator</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Create a district level Blended Learning Committee of Teachers to increase campus capacity to use instructional technology  <b>Strategy's Expected Result/Impact:</b> Develop leadership capacity to support the blended learning initiative  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction  <b>Funding Sources:</b> Extra Duty Stipends - 199 Local Funds - \$11,000</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Provide strategic professional development for district supported devices and digital resources through district newsletters, job-embedded professional development, coaching, and PLC support.  <b>Strategy's Expected Result/Impact:</b> Increased usage of technology devices and digital resources to support classroom instruction.  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction  <b>Funding Sources:</b> PD Consultants - Title II, Part A - Professional and Contracted Ser - \$5,000, Conference Attendance for PD - Title II, Part A - Professional and Contracted Ser - \$5,000, TCEA and ITSE memberships, Level 1 and II Google Certification vouchers. - 199 Local Funds - \$3,605</p>	<b>Nov</b> 	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 4:</b> Support the expansion, alignment and evaluation of Dual Language programs K-8 to put Hutto ISD on the pathway for students to receive the Seal of Biliteracy.  <b>Strategy's Expected Result/Impact:</b> Expansion of DL program at Cottonwood Creek ES to 3rd grade as well as Kerley ES to 2nd grade and middle schools to 8th grade; program articulation and implementation handbook  <b>Staff Responsible for Monitoring:</b> Curriculum Director, Bilingual/ESL Specialist  <b>Title I Schoolwide Elements:</b> 2.4  <b>Funding Sources:</b> Title III Supplemental funds for professional learning for teachers and curriculum upgrades - Title III, Part A LEP - Professional and Contracts - \$22,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide strategic professional development for district supported devices and digital resources through district newsletters, job-embedded professional development, coaching, and PLC support.  <b>Strategy's Expected Result/Impact:</b> Increased usage of technology devices and digital resources to support classroom instruction.  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction  <b>Funding Sources:</b> PD Consultants - Title II, Part A - Professional and Contracted Ser - \$5,000, Conference Attendance for PD - Title II, Part A - Professional and Contracted Ser - \$5,000, TCEA and ITSE memberships, Level 1 and II Google Certification vouchers. - 199 Local Funds - \$3,605</p>	<b>Reviews</b>			
<p><b>Strategy 4:</b> Support the expansion, alignment and evaluation of Dual Language programs K-8 to put Hutto ISD on the pathway for students to receive the Seal of Biliteracy.  <b>Strategy's Expected Result/Impact:</b> Expansion of DL program at Cottonwood Creek ES to 3rd grade as well as Kerley ES to 2nd grade and middle schools to 8th grade; program articulation and implementation handbook  <b>Staff Responsible for Monitoring:</b> Curriculum Director, Bilingual/ESL Specialist  <b>Title I Schoolwide Elements:</b> 2.4  <b>Funding Sources:</b> Title III Supplemental funds for professional learning for teachers and curriculum upgrades - Title III, Part A LEP - Professional and Contracts - \$22,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<p><b>Strategy 4:</b> Support the expansion, alignment and evaluation of Dual Language programs K-8 to put Hutto ISD on the pathway for students to receive the Seal of Biliteracy.  <b>Strategy's Expected Result/Impact:</b> Expansion of DL program at Cottonwood Creek ES to 3rd grade as well as Kerley ES to 2nd grade and middle schools to 8th grade; program articulation and implementation handbook  <b>Staff Responsible for Monitoring:</b> Curriculum Director, Bilingual/ESL Specialist  <b>Title I Schoolwide Elements:</b> 2.4  <b>Funding Sources:</b> Title III Supplemental funds for professional learning for teachers and curriculum upgrades - Title III, Part A LEP - Professional and Contracts - \$22,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>

<p><b>Strategy 5:</b> Expand the Orchestra &amp; Dance programs at the middle school campuses to include 3rd level courses</p> <p><b>Strategy's Expected Result/Impact:</b> Expansion of the orchestra and dance classes through 8th grade at both middle schools</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction, Fine Arts Coordinator</p> <p><b>Funding Sources:</b> Instructional Materials and Instruments - 199 Local Funds - \$45,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<p><b>Strategy 6:</b> Include Ballet Folklorico in the dance class programs at all middle school campuses</p> <p><b>Strategy's Expected Result/Impact:</b> A full unit and dance production including Ballet Folklorico</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction, Fine Arts Coordinator</p> <p><b>Funding Sources:</b> Instructional Materials - 199 Local Funds - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<p><b>Strategy 7:</b> Provide new innovative opportunities for students to learn new instruments such as ukulele and guitar</p> <p><b>Strategy's Expected Result/Impact:</b> Students will have access to new instruments K-8th grade</p> <p><b>Staff Responsible for Monitoring:</b> Fine Arts Coordinator</p> <p><b>Funding Sources:</b> PD for teachers and lessons for students - Title IV - Contracted Services - \$4,000, Guitars/Ukuleles - Title IV (6300) Supplies and Materials - \$6,700</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 2:** Ensure all students will be College, Career or Military Ready (CCMR) by graduation including being on grade level in Math and Literacy at 3rd, 5th, 8th and 10th grades.



**Performance Objective 1:** 90% of high school graduates will achieve a College, Career and Military (CCMR) Readiness indicator by June 2021. We will achieve 99% CCMR by 2024.





**HB3 Goal**

**Evaluation Data Sources:** CCMR Dashboard (c/o 2019 is projected at 72% CCMR; c/o of 2020 is projected at 82%)  
Counselor reports on number of students receiving individual, group, or whole school information related to CCMR.  
Campus schedules of activities, meetings, and webinars.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Collaborate with River Horse Academy and Hutto HS counselors and administrators to ensure tracking of student plans to earn a CCMR indicator.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students that gain CCMR indicator code. CCMR tracker has individual student plans for gaining a CCMR indicator code.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Student Services Director of State, Federal, and Special Programs Accountability Coordinator</p> <p><b>Funding Sources:</b> CCMR Aligned Computer Program - 199 Local Funds - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Train high school staff on the use of allowable accommodation software for the TSI Tests.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students will get their accommodations on TSI Tests.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Director, Director of Student Services</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Kurzweil Accommodation Software - 199 Local Funds - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<p><b>Strategy 3:</b> Increase awareness of the REACH (Ready for Early Access to College in Hutto) Program through the formation of a Parent/Student Steering Committee and training of Middle School and High School Counselors.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students applying and being accepted to the REACH program to 30 for the 2020 - 2021 Freshman class.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>May</b>	<b>June</b>

<p><b>Strategy 4:</b> Use the Naviance software in grades 6-12 to assist students in career exploration. [TEC 11.252(3)(G)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of high school pathways and career opportunities. 100% of 8th graders will have accessed career exploration by May 1st, 2019.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services</p> <p><b>Funding Sources:</b> Naviance Cost - 199 Local Funds - \$29,000, Training for Counselors - Title IV - Contracted Services - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 5:</b> Support new Middle School CTE course offerings and ensure resources and materials are ready to implement.</p> <p><b>Strategy's Expected Result/Impact:</b> New middle school course offerings (Business Information Management I, Dollars and Sense, Lifetime Nutrition and Wellness, Principles of Manufacturing, and Manufacturing Engineering Technology I) for 20-21 have all materials. Additional high school credit available in middle school. Increase the number of CTE sequence completers.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator</p> <p><b>Funding Sources:</b> Purchase of laptop carts to support middle school programs. - Carl Perkins- Supplies and Materials - \$34,624</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 6:</b> Provide early exposure to Career and Technical Education course curriculum, career options, and materials. [ESSA P.L. 114-95 Section 1112(b)(10)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and information regarding higher education as documented by 4 completed workshops including Expedition Education.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services CTE Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Transportation for students - 199 Local Funds - \$2,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 7:</b> Increase Career and Technical Education certification and Dual Enrollment opportunities within current pathways.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of students graduating with certifications will increase to 175 by May 2021 (98 for COVID impacted 2020) New Dual Enrollment pathways being considered for the 21-22 school year (Welding, Cybersecurity, or Robotics)</p> <p><b>Staff Responsible for Monitoring:</b> CTE Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 8:</b> Provide middle school 8th graders an opportunity to explore CTE courses in small groups and in non-traditional classroom settings. [ESSA P.L. 114-95 Section 1112(b)(10)]</p> <p><b>Strategy's Expected Result/Impact:</b> 8th Grade summer school students will attend CTE courses over the summer.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of School Support CTE Coordinator</p> <p><b>Funding Sources:</b> Extra Duty Pay for CTE Teachers (4 teachers, 4 hours, 4 days) - SCE- Payroll Cost (salary) - \$2,240</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b>	<b>June</b>

<b>Strategy 9:</b> Improve the branding and visibility of all CTE Pathways district wide. [ESSA P.L. 114-95 Section 1112(b)(10)] <b>Strategy's Expected Result/Impact:</b> Increased number of students applying to college and career and technical institutions and/or receiving Industry Based Certifications <b>Staff Responsible for Monitoring:</b> CTE Coordinator Associate Superintendent <b>Funding Sources:</b> Contracted Services for the Development of Brands - 199 Local Funds - \$500	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 10:</b> Create new CTE Auditing process to improve alignment between instruction, curriculum, and industry standards. <b>Strategy's Expected Result/Impact:</b> Audits will be completed in AutoTech, Robotics, & Ag Sciences <b>Staff Responsible for Monitoring:</b> Associate Superintendent CTE Coordinator	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				










**Goal 2:** Ensure all students will be College, Career or Military Ready (CCMR) by graduation including being on grade level in Math and Literacy at 3rd, 5th, 8th and 10th grades.

**Performance Objective 2:** By Spring 2024, 75% of 3rd grade students will make grade level standard on the STAAR Reading test. Each year, HISD 3rd graders will increase the % of students making grade level standard by 7% as well as every target subgroup in Domain III of the accountability system. (2019 - 40%; 2021 Target - 47%)








**HB3 Goal**

**Evaluation Data Sources:** Renaissance Star Early Literacy & Star 360 Reading, STAAR 3rd grade reading scores

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue supporting the district-wide instructional platform for teaching reading (balanced literacy) in grades K-3rd.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth measure on STAAR reading will increase to 75%; Increased scores on RenStar screeners,</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Renflo Reading Progress Monitor (cost includes the math component as well) - 199 Local Funds - 199 E 13 6399 05 935 0 99 000 - \$131,473</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<p><b>Strategy 2:</b> Use the progress monitoring system in reading K-3 to track growth on the campus literacy data walls.</p> <p><b>Strategy's Expected Result/Impact:</b> Literacy data for every student will show quarterly progress on the literacy data walls.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<p><b>Strategy 3:</b> Engage early childhood teachers in professional learning to refine authentic practices to develop language, literacy, and numeracy.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in oral language development and literacy between BOY and EOY assessments as measured by RSK</p> <p><b>Staff Responsible for Monitoring:</b> Early Childhood Coordinator</p> <p><b>Funding Sources:</b> Staff Development Costs - 199 Local Funds - \$5,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>



<b>Strategy 4:</b> Utilize research based interventions for Tier 2 & 3 students in all K-3 classrooms. [TEC 11.253 & 29.081] <b>Strategy's Expected Result/Impact:</b> Improved reading scores RenStar, increased STAAR scores. <b>Staff Responsible for Monitoring:</b> Director of Curriculum <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>Results Driven Accountability</b> <b>Funding Sources:</b> - Title I, Part A -(6300) Supplies and Materials - \$16,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	May 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Ensure all students will be College, Career or Military Ready (CCMR) by graduation including being on grade level in Math and Literacy at 3rd, 5th, 8th and 10th grades.

**Performance Objective 3:** By Spring 2024, 75% of 3rd grade students will meet grade level standard on the STAAR Math test. Each year, HISD 3rd graders will increase the % of students making grade level standard by 5% as well as every target subgroup in Domain III of the accountability system. (2019 - 47%; 2021 Target - 52%)

**HB3 Goal**

**Evaluation Data Sources:** Renaissance Star 360 Math, STAAR 3rd grade math scores, Ready, Set, Kinder (RSK) Kindergarten readiness assessment

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue supporting the district-wide guided math and numeracy plan for K-3.  <b>Strategy's Expected Result/Impact:</b> Star360 screener data for K-3 will show growth  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	May 	June
<p><b>Strategy 2:</b> Provide interventions and progress monitoring to students in Tiers II and III of RtI as identified through Star Screeners  <b>Strategy's Expected Result/Impact:</b> Star360 screener data for K-3 will show growth; increased progress on STAAR Math  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	May 	June
<p><b>Strategy 3:</b> Engage early childhood teachers in professional learning to refine authentic practices to develop language and numeracy.  <b>Strategy's Expected Result/Impact:</b> Students will show growth from BOY to EOY RSK scores in numeracy  <b>Staff Responsible for Monitoring:</b> Early Childhood Education Coordinator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	May 	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue				




**Goal 2:** Ensure all students will be College, Career or Military Ready (CCMR) by graduation including being on grade level in Math and Literacy at 3rd, 5th, 8th and 10th grades.



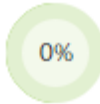
**Performance Objective 4:** Increase the % of students who meet or exceed their growth measure on STAAR Reading to 75% by May 2021.


**Evaluation Data Sources:** Students making growth on STAAR was 67% in 18-19. RenStar will be the reading progress monitor tool for elementary.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue to support a district-wide instructional platform for teaching reading (balanced literacy) in grades 4 and 5.  <b>Strategy's Expected Result/Impact:</b> Student growth measure on STAAR reading will increase to 75%; Increased scores on RenStar screeners,  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Utilize research based interventions for Tier 2 &amp; 3 students in 4-8th grades. [TEC 11.253 &amp; 29.081]  <b>Strategy's Expected Result/Impact:</b> Improved reading scores RenStar  <b>Staff Responsible for Monitoring:</b> Director of Curriculum  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> Intervention Teachers (11 FTEs) - SCE- Payroll Cost (salary) - \$660,000, Purchase LLI Kids - Title I, Part A -(6300) Supplies and Materials - \$13,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Support and promote a district-wide elementary summer reading program for struggling readers. [TEC 11.253 &amp; 29.081]  <b>Strategy's Expected Result/Impact:</b> Improved reading scores on RenStar.  <b>Staff Responsible for Monitoring:</b> Directors of Curriculum and Instruction            Director of Federal, State, and Special Programs            Executive Directors of School Support  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>Funding Sources:</b> Salary - Title I, Part A -(6100) Payroll Costs - \$18,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 4:</b> Support and implement dyslexia treatment program [TEC 11.252(a)(3)(B)(iv)] for identified students.  <b>Strategy's Expected Result/Impact:</b> Improved student performance as measured by Wilson program.  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction  <b>Funding Sources:</b> Dyslexia program materials - 199 Local Funds - \$19,210, Dyslexia Training - 199 Local Funds - \$8,990</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

<p><b>Strategy 5:</b> Continue to develop Read 180 intervention program for struggling readers in 6th-8th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Interval Read 180 screener data will show growth.</p> <p>STAAR data and Interim Assessment data will show gains.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of Curriculum and Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> - 199 Local Funds - \$70,000, Payroll - SCE- Payroll Cost (salary) - \$120,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 6:</b> Provide accelerated instruction for students that did not pass STAAR Reading exams in 5th and 8th grades as well as all HS students. [TEC 11.252(c)(3)(H) and TEC 29.081]</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth on second and third administrations of STAAR test</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Executive Director of School Support</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Payroll for Summer School - SCE- Payroll Cost (salary) - \$120,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 7:</b> Support the alignment of Springboard curriculum guides, interim assessments, and resources in secondary ELA classes 6-12th grades.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in interim assessment scores, positive gain in student writing samples, and STAAR performance.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Executive Director of School Support</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p> <p><b>Funding Sources:</b> TSIA Testing Units - 199 Local Funds - \$9,000, TSI Proctoring Extra Duty - 199 Local Funds - \$4,000, TSI Testing Prep - 199 Local Funds - \$5,000, TSI College Prep Online Course for RHA - 199 Local Funds - \$3,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 8:</b> Implement a Read 180 intervention program at the Ninth Grade Center during 21-22 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Implementation notes will show strong Read 180 classroom structure. Reading inventories will demonstrate growth.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
				

<b>Strategy 9:</b> Provide district wide-tutoring for all campuses to make up instruction lost during the COVID shutdown. <b>Strategy's Expected Result/Impact:</b> Progress measures on individual students show growth. <b>Staff Responsible for Monitoring:</b> Associate Superintendent <b>Problem Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Extra Duty - Title I, Part A -(6100) Payroll Costs - \$50,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>  35%	<b>Feb</b>  0%	<b>May</b>  0%	<b>June</b>

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Students are not performing as well on STAAR tests when compared to students at schools within their comparison groups. <b>Root Cause:</b> We focus too much on passing STAAR and not enough on growth and high achievement for all students.
<b>Problem Statement 2:</b> Our students are not reaching Meets Grade Level on the STAAR test in large enough numbers. <b>Root Cause:</b> We need a focus on literacy and numeracy PK-10th grade.

**Goal 2:** Ensure all students will be College, Career or Military Ready (CCMR) by graduation including being on grade level in Math and Literacy at 3rd, 5th, 8th and 10th grades.








**Performance Objective 5:** Increase the % of students who meet or exceed their growth measure on STAAR Math and Algebra EOC to 75% by May 2021.

**Evaluation Data Sources:** STAAR Test and Algebra EOC.

Star360 is the math screener at elementary.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue support of the elementary guided math and numeracy plan for 4th and 5th grades.  <b>Strategy's Expected Result/Impact:</b> Star360 screener data for 4th and 5th grades will show growth  <b>Staff Responsible for Monitoring:</b> Directors of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> Guided Math Training - 199 Local Funds - \$19,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Implement and support a progress monitoring system in Middle School math intervention classes.  <b>Strategy's Expected Result/Impact:</b> Students will meet expected and stretch growth goals identified by the i-Ready program.  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4, 2.5  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> Secondary Math Screener (iReady) - 199 Local Funds - \$18,000, Middle School Math Intervention Teachers (2 FTEs) - SCE- Payroll Cost (salary) - \$120,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Support the implementation of the Agile Mind curriculum in Math grades 6-8.  <b>Strategy's Expected Result/Impact:</b> STAAR data and Interim Assessment data will show gains. Structured and organized system to ensure the curriculum is being taught with fidelity.  <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction  <b>Title I Schoolwide Elements:</b> 2.4  <b>Problem Statements:</b> Student Learning 2  <b>Funding Sources:</b> - 199 Local Funds - \$103,695</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

<b>Strategy 4:</b> Support 9th grade Algebra teachers in the implementation of their new Agile Minds Curriculum. <b>Strategy's Expected Result/Impact:</b> Algebra Meets Grade Level STAAR EOC scores will increase from <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction <b>Problem Statements:</b> Student Learning 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	May 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 5 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 2:</b> Our students are not reaching Meets Grade Level on the STAAR test in large enough numbers. <b>Root Cause:</b> We need a focus on literacy and numeracy PK-10the grade.

**Goal 2:** Ensure all students will be College, Career or Military Ready (CCMR) by graduation including being on grade level in Math and Literacy at 3rd, 5th, 8th and 10th grades.











**Performance Objective 6:** 75% of English Language Learners (ELLs) will grow academically by one year as demonstrated by performance on TELPAS and STAAR.

**Evaluation Data Sources:** TELPAS & STAAR; 75% of English learner students will make one year of progress on TELPAS if they are not already AH (2020- 49% grew academically)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide staff professional development on best practices to support bilingual and ESL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Sheltered instruction will result in increased EL student performance as measured by STAAR and TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Bilingual ESL Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Extra Duty pay for teachers participating in PD - Title III, Part A LEP- Payroll Costs - 263 E 13 6118 00 935 0 25 000 - \$15,000, Contracted services for professional development for teachers - Title III, Part A LEP - Professional and Contracts - 263 E 13 6291 00 935 0 25 000 - \$15,000, PD Materials for teachers - Title III, Part A LEP - Supplies and Materials - 263 E 13 6325 00 935 9 25 000 - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide bilingual and ESL students with specialized instructional materials, including electronic devices, designed to boost literacy and increase language proficiency.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved scores on TELPAS and STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Director of Curriculum</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Bilingual instructional materials for students such as books and dictionaries - Title III, Part A LEP - Supplies and Materials - \$40,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide opportunities for parents to be involved in schools and informed about students' learning through parent engagement meetings including taking opportunities to neighborhoods or community spaces where parents feel safe and comfortable.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased ELL parent engagement</p> <p><b>Staff Responsible for Monitoring:</b> Director of State, Federal, and Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Parent involvement supplies - Title III, Part A LEP - Other Operating Costs - 263 E 61 6325 00 935 9 25 000 - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>



<b>Strategy 4:</b> Provide bilingual students with extended language and literacy learning after school and during the summer. <b>Strategy's Expected Result/Impact:</b> Participation rates Literacy benchmarks in English and Spanish <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Extra duty pay for teachers - Title III, Part A LEP- Payroll Costs - \$8,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 5:</b> Refine TELPAS assessment procedures and create a system for monitoring student TELPAS and student progress data in order for teachers to help students gain mastery of the English Language <b>Strategy's Expected Result/Impact:</b> Improved TELPAS scores, decreased failure rates of EL students <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction Accountability Coordinator Bilingual / ESL Specialist	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<b>Strategy 6:</b> Provide supplemental curriculum and instructional support to bilingual and ESL teachers and students. <b>Strategy's Expected Result/Impact:</b> Increased RenStar results, improved scores on TELPAS and STAAR. <b>Staff Responsible for Monitoring:</b> Director of Curriculum and Instruction <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Contracted services - Title III, Part A LEP- Payroll Costs - \$8,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 6 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 2:</b> Our students are not reaching Meets Grade Level on the STAAR test in large enough numbers. <b>Root Cause:</b> We need a focus on literacy and numeracy PK-10th grade.








**Goal 2:** Ensure all students will be College, Career or Military Ready (CCMR) by graduation including being on grade level in Math and Literacy at 3rd, 5th, 8th and 10th grades.

**Performance Objective 7:** Expand opportunities for parents to be involved in schools and ensure parents attended at least two events annually.

**Evaluation Data Sources:** Community surveys

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide workshops on higher education admissions and financial aid, specifically the TEXAS Grant program. [TEC 11.252(c)(4)(A-D)]</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance/participation at informational meetings regarding higher education as documented by sign-in sheets.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services CTE Coordinator Parent Support Specialist Director of State, Federal and Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Supplies and Materials - Title I, Part A -(6300) Supplies and Materials - \$500, Presenter - Title IV - Contracted Services - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Parent Support Specialist will offer a variety of parent/ family and community engagement activities, programs, training, and support services online and in-person.</p> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Director of Federal, State and Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p> <p><b>Funding Sources:</b> Salary - Title I, Part A -(6100) Payroll Costs - \$65,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Establish a parent advisory committee that will meet with the district administration to explore ways of expanding parental involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation rates; Collaboration among campuses for joint events; Plan for communicating out to their respective memberships</p> <p><b>Staff Responsible for Monitoring:</b> Director of State, Federal, and Special Programs Superintendent</p> <p><b>Funding Sources:</b> Materials and Resources - Title I, Part A -(6300) Supplies and Materials - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

<p><b>Strategy 4:</b> Implement evidence-based programs including materials and resources in support of Parent Support Specialist activities meant to increase campus parental and family engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase workshop/ meeting calendar scheduled opportunities for parents. Program agendas, sign-in sheets, and flyers.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Support Specialist Director of Federal, State and Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p> <p><b>Funding Sources:</b> Parent materials, books and resources - Title I, Part A -(6300) Supplies and Materials - \$3,000, Meeting snacks to promote attendance - Title I, Part A - (6400)Other Operating Costs - \$1,000, Contracted Services - Title I, Part A -(6200) Professional and Contracts - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 5:</b> Attend trainings and conferences to build capacity and further develop the Parent Engagement Programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase workshop/ meeting calendar scheduled opportunities for parents. Program agendas, sign-in sheets, and flyers.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Support Specialist Director of Federal, State and Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p> <p><b>Funding Sources:</b> Conference/Training Registration - Title I, Part A - (6400)Other Operating Costs - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 6:</b> Provide parents calendar of events and all pertinent information on the District web page. Use district messenger, emails, and social media to promote and host meetings, training, conferences, and campus meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase visit to HISD Parent web page and attendance to parent and family events.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Support Specialist Director of Federal, State and Special Programs</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p> <p><b>Funding Sources:</b> Promotional copies, flyer etc. - Title I, Part A -(6300) Supplies and Materials - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 7:</b> Identify and meet with potential student drop-outs and their families to provide services and support in their return to schools [TEC 11.252]</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease drop-out rate.</p> <p><b>Staff Responsible for Monitoring:</b> Directors of State, Federal, and Special Programs Parent Support Specialists</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Foster safe and secure schools free of disruption and in support of social-emotional learning.

**Performance Objective 1:** Decrease the rate of student discipline referrals below .3 (# of referrals/# of students) by incorporating a Social-Emotional Learning curriculum and Trauma-Informed Care strategies in classrooms.

**Evaluation Data Sources:** Rate of discipline referrals

Skyward Referral Rate --17-18 to 18-19 Totals:

2259 (.31) to 2469 (.325)

Bullying - 11 (.0015) to 6 (.0008)

Fighting - 35 (.005) to 43 (.005)




Physical Aggression - 423 (.058) to 314 (.041)





Threat or Harassment - 38 (.005) to 52 (.006)

The school shutdown has skewed our rates for 19-20 making them potentially more positive than they may have been if we had stayed open.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue the District Threat Assessment Team (Student Impact Team as it is known within the district) and support the creation of Campus-Based Teams that will meet at least two times quarterly to review students identified to be at risks. [TEC 37.115 (f)(1)(a)]</p> <p><b>Strategy's Expected Result/Impact:</b> Identification of students in need of additional support services for emotional and academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Associate Superintendent Director of Student Services</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide students identified as homeless with supplies and social services needed to attend and achieve at school. [Title I, Part A #6]</p> <p><b>Strategy's Expected Result/Impact:</b> Homeless students will achieve at the same rate as their peers on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Student Services Team Director of Student Services</p> <p><b>Funding Sources:</b> Supplies and Materials for Homeless students - Title I, Part A -(6300) Supplies and Materials - \$3,300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide training to staff on Trauma Informed Care, social-emotional learning, and supporting students with challenging behaviors [TEC 11.252(a)(10); TEC 39.036].</p> <p><b>Strategy's Expected Result/Impact:</b> Complete various training including Region 13 Counselor Co-Op and At-Risk Workshops Momentous Training</p> <p><b>Staff Responsible for Monitoring:</b> Director of Student Services</p> <p><b>Funding Sources:</b> Training for staff (NAMI, etc.) - Title IV - Contracted Services - 289 E 13 6291 00 935 9 30 000 - \$3,000, Extra duty pay - Title IV - Payroll Costs - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

<b>Strategy 4:</b> Implement and support the suicide prevention program including a parental/guardian notification procedure. [TEC 11.252(3)(B)(i)] <b>Strategy's Expected Result/Impact:</b> Complete program and training on identifying risk factors for suicide. <b>Staff Responsible for Monitoring:</b> Director of Student Services Student Services Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 5:</b> Share age appropriate information on dating violence and sexual harassment with all students. [TEC 37.0831] <b>Strategy's Expected Result/Impact:</b> Increase awareness and identification through classroom lessons and parent information sessions. <b>Staff Responsible for Monitoring:</b> Director of Student Services	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 6:</b> Support the implementation of the HISD Comprehensive Guidance Program including guidance curriculum and responsive services [TEC 11.252(a)(3)(I); TEC 37.083(a)] <b>Strategy's Expected Result/Impact:</b> All counselors will report data on their implementation of the Guidance Program <b>Staff Responsible for Monitoring:</b> Director of Student Services <b>Funding Sources:</b> - Title IV (6300) Supplies and Materials - \$3,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b> 	<b>May</b> 	<b>June</b>
<b>Strategy 7:</b> Select a method of non-punitive, culturally responsive measures and train all campus administrators on its use to improve student behaviors and reduce inequities in discipline between different sub groups. <b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals and inequities. Dr. Sormani will be doing an analysis of discipline data to provide and accurate representation of any inequities that exist. Base on that data, we will adjust the strategy. <b>Staff Responsible for Monitoring:</b> Executive Director of School Support Associate Superintendent of Instruction and Innovation	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 8:</b> Implement Positive Behavior strategies at all campuses based on the HippoWay. [TEC 11.252(3)(E), TEC 11.252(3)(B)(iii) and TEC 37.083(a)] <b>Strategy's Expected Result/Impact:</b> Reduction in discipline referrals and incidents of bullying, physical and verbal aggression and sexual harassment. <b>Staff Responsible for Monitoring:</b> Director of Student Services	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 9:</b> Use the Kelso Choice conflict resolution program and other approved curriculum on elementary campuses. [TEC 11.252(3)(B)(ii)] <b>Strategy's Expected Result/Impact:</b> Decrease in student conflict referrals by 20% on all elementary campuses <b>Staff Responsible for Monitoring:</b> Director of Student Services	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>





<p><b>Strategy 10:</b> Establish bully-free teaching and learning environments throughout the district by conducting annual reviews of policies and procedures and by teaching a bully-free curriculum to all students. [TEC 37.0832]</p> <p><b>Strategy's Expected Result/Impact:</b> Close monitoring and follow through on all bullying incident reports</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors of School Support Director of Student Services</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Funding Sources:</b> Hippo Way Lead Stipend - 199 Local Funds - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Foster safe and secure schools free of disruption and in support of social-emotional learning.

**Performance Objective 2:** Reduce the number of behaviors requiring containment in the social behavioral skills classroom by 15% as measured by restraint documentation.

**Evaluation Data Sources:** The number of restraint document submitted to the special education office.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Provide ongoing training specific to de-escalation strategies and behavioral programming to Social Behavioral Skills classroom teachers and regular education teachers to decrease the need for containment.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to prevent and respond to student behaviors so that students are able to demonstrate self regulation skills.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Specialist Behavior Coordinator Registered Behavior Technicians. Director of Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Maintain and keep daily data folders on students in the social behavior skills classroom indicating student's ability to regulate their own behavior. These data folders may include DBRC's, restraint documentation, and referrals.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will seek less help from teachers to regulate their emotions and will be able to use self calming strategies to manage their own behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Behavior Specialist Director of Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Foster safe and secure schools free of disruption and in support of social-emotional learning.

**Performance Objective 3:** Decrease asthma and allergy-related absences by implementing an air quality review program that will be used to guide student's indoor and outdoor activities based on outdoor air quality levels.

**Evaluation Data Sources:** SHAC Committee Agendas and Recommendation  
Student Absentee Rates

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Establish an air quality review curriculum program.</p> <p><b>Strategy's Expected Result/Impact:</b> The curriculum will provide an objective decision tool based on EPA air quality guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> To be determined</p> <p><b>Funding Sources:</b> funding not anticipated....if any funding is required, it will likely be driven by in-kind donations and direct donations - 199 Local Funds</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 3:** Foster safe and secure schools free of disruption and in support of social-emotional learning.

**Performance Objective 4:** Prevent the need to suspend in-person learning at each campus by implementing COVID-19 policies and procedures.

**Evaluation Data Sources:** Hutto ISD Safety Plan  
 TEA Public Health Guidance  
 Williamson County and Cities Health District Guidance  
 CDC Guidance  
 Hutto ISD COVID 19 Data Tracker

**Summative Evaluation:** None











<p><b>Strategy 1:</b> Campus Nurses will evaluate students that report to the health clinic with signs or symptoms of COVID-19 as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Symptomatic students will be identified and excluded from school during their infectious period, thereby reducing the spread of illness</p> <p><b>Staff Responsible for Monitoring:</b> Campus Nurses</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Campus Nurses will notify the custodial team of areas that need to be decontaminated as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Areas of the school that were occupied by an infectious person will be disinfected thereby reducing the spread of infection.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Nurses and Custodial Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Campus staff will ensure students and staff maintain 6ft of social distancing when feasible, wear masks when social distancing cannot be maintained, and provide opportunities for handwashing throughout the day to reduce the risk of infection.</p> <p><b>Strategy's Expected Result/Impact:</b> These mitigation strategies will reduce the risk of spreading infection in the school setting.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue				

**Goal 3:** Foster safe and secure schools free of disruption and in support of social-emotional learning.

**Performance Objective 5:** Decrease the potential for a negative impact on student's social-emotional well-being related to COVID-19 exclusion or infection by advocating for additional student support 100% of the time.

**Evaluation Data Sources:** Counseling Referrals  
Hutto ISD COVID-19 Tracking Tool

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Campus Nurses will refer students to the School Support Team as needed when extracurricular support is needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be connected with additional resources thereby reducing the negative impact of COVID-19 exclusion or infection.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Nurses</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	May 	June
<p><b>Strategy 2:</b> Campus Nurses will notify Campus Administrators of the need to transition to virtual learning as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will not have an interruption to receiving education due to exclusion from in-person learning.</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Feb 	May 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Foster safe and secure schools free of disruption and in support of social-emotional learning.

**Performance Objective 6:** Establish a task force that will examine equity, racism, and inclusiveness in the district and make recommendations for improvement by June 2021.

**Evaluation Data Sources:** Lack of significant (more than 5% difference) achievement gaps among special populations on sample assessments (STAAR, EOC, IAs, etc.), discipline referrals, gifted and talented referrals, graduation rates, etc. used in the district





**Summative Evaluation:** None

**Goal 4:** Create a culture and environment that provides a holistic employee experience.

**Performance Objective 1:** Retain 85% of teachers and staff annually by designing a comprehensive recruitment and retention plan.

**Evaluation Data Sources:** Retention rates by district, department, and campus.  
Demographic data of the staff in relation to the student population.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Identify potential candidates through intentional communication and relationship building with staff to create a more robust Grow Your Own Teacher and Grow Your Own Leaders Programs.</p> <p><b>Strategy's Expected Result/Impact:</b> An internal pipeline of qualified teachers and administrators Higher rates of hiring internal candidates</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Capital</p> <p><b>Funding Sources:</b> PD Supplies for ALA - Title II, Part A - Supplies and Materials - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Support first and second year teachers by providing a holistic approach to improve longevity of educators in the profession.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of new teachers to the profession longer than five years Retention of well-trained teachers new to Hutto ISD</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Capital</p> <p><b>Funding Sources:</b> Stipend List - 199 Local Funds - \$500,000, Mentor Stipends - Title II, Part A - Payroll Costs - \$73,000, PD Supplies - Title II, Part A - Supplies and Materials - \$6,700</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Create a streamlined, consistent phase two onboarding process at the department/campus level that reinforces a positive culture and strengthens relationships within the district.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure that new staff are welcomed and supported after the initial HR onboarding. This support will aide in building effective employees.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Human Capital and Human Resources Administrator</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Create a culture and environment that provides a holistic employee experience.

**Performance Objective 2:** Develop preliminary teacher incentive programs by June 2021 to support high performing staff and retain strong educators.

**Evaluation Data Sources:** Teacher retention rates by experience  
Differentiate performance pay structures

**Summative Evaluation:** None





<b>Strategy 1:</b> Create a stakeholder group and develop feedback system <b>Strategy's Expected Result/Impact:</b> Collaborate with potential stakeholder to determine buy in, interest and incentive amounts. <b>Staff Responsible for Monitoring:</b> Director of Human Capital	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> Develop models for incentive programs. <b>Strategy's Expected Result/Impact:</b> Draft of a performance pay structure and plan <b>Staff Responsible for Monitoring:</b> Director of Human Capital Associate Superintendent <b>Funding Sources:</b> - 199 Local Funds - \$100,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Create a culture and environment that provides a holistic employee experience.

**Performance Objective 3:** Reduce by 15% the number of workplace injuries and accidents by June 2021.

**Evaluation Data Sources:** Workers' Comp claims and staff absenteeism related to workplace injury.

**Summative Evaluation:** None





<b>Strategy 1:</b> Evaluate the different job site accidents/injuries to determine specific campus/department training needs <b>Strategy's Expected Result/Impact:</b> Determine high needs areas. <b>Staff Responsible for Monitoring:</b> HR Coordinator <b>Funding Sources:</b> training materials + TASB expenses - 199 Local Funds	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> Conduct Risk Management mitigation training for high incident departments. <b>Strategy's Expected Result/Impact:</b> Reduction in the number of accidents that occur in the workplace. <b>Staff Responsible for Monitoring:</b> HR Coordinator Director of Health and Safety <b>Funding Sources:</b> TASB Trainers - 199 Local Funds - \$5,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Incorporate effective communication trends, preferences, and best practices.

**Performance Objective 1:** Create a district communications plan by January 2021.

**Evaluation Data Sources:** Completed communication plan.

**Summative Evaluation:** None






<b>Strategy 1:</b> Hire a 3rd party company to conduct an audit of the district's communication practices. <b>Strategy's Expected Result/Impact:</b> Improved communications to all stakeholders <b>Staff Responsible for Monitoring:</b> Communications Dept	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 2:</b> Create a stakeholder group of parents and staff to review audit results and make recommendations. <b>Strategy's Expected Result/Impact:</b> Provide data that will assist the communications audit <b>Staff Responsible for Monitoring:</b> Communications Dept	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 3:</b> Form a well-informed, strategic group of professionals in writing the district communications plan. <b>Strategy's Expected Result/Impact:</b> Increase the number of parents and staff who access and benefit from district news and information. <b>Staff Responsible for Monitoring:</b> Communications Dept	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Incorporate effective communication trends, preferences, and best practices.

**Performance Objective 2:** Identify and maximize the preferred method of communication by end of 2020-21 school year (following recommendations of the communications audit).

**Evaluation Data Sources:** Surveys and communications audit

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ensure that all teacher web pages are updated at least twice a year and are student/parent user friendly.  <b>Strategy's Expected Result/Impact:</b> Improved EOY parent satisfaction surveys.  <b>Staff Responsible for Monitoring:</b> Campus Principals                       Director of Communications and Community Relations</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Promote the mission and vision of HippoNation through strong branding &amp; marketing strategies.  <b>Strategy's Expected Result/Impact:</b> Increase the district's visibility while boosting recruitment efforts and strengthening the district's odds of attracting a diverse and qualified pool of applicants.  <b>Staff Responsible for Monitoring:</b> Director of Human Capital  <b>Funding Sources:</b> Marketing software, supplies, and training - 199 Local Funds - \$5,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 6:** Maximize the quality and quantity of educational programs through effective and efficient fiscal management

**Performance Objective 1:** Maintain maximum efficiency for accounting, reporting, business, purchasing, payroll, accounts payable and all other areas of fiscal management.

**Evaluation Data Sources:** Maintain fund balance levels in accordance with District Policy  
 Obtain investment returns as accepted by the TEA FIRST indicator  
 Maintain no less than 99% tax collection rate at year end  
 Review Business Office Procedures annually and assess effectiveness

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Conduct thorough monthly expense reviews.  <b>Strategy's Expected Result/Impact:</b> Tracking of expenses by budget code and identified needs.                      100% of staff coded correctly to positions, budget codes, and salary scales.  <b>Staff Responsible for Monitoring:</b> CFO                      Director of Finance                      Director of Purchasing</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Review and monitor business and financial services control processes that ensures adherence to district policies and procedures.  <b>Strategy's Expected Result/Impact:</b> Update and communicate policies and procedures.                      Create standard operating procedures.  <b>Staff Responsible for Monitoring:</b> CFO                      Director of Finance                      Director of Purchasing</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Ensure 100% compliance to state and federal rules for Title I, II, III, IV funds, IDEA B funds, SCE funds, and Child Nutrition funds.  <b>Strategy's Expected Result/Impact:</b> 100% compliance reports from TEA.                      Compliance with EDGAR verified by external audit.                      Compliance with ARM verified by TDA reviews.  <b>Staff Responsible for Monitoring:</b> CFO                      Director of Finance                      Director of Purchasing                      Director of State, Federal, and Special Programs                      Child Nutrition Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 4:</b> Analyze property values and student data to accurately calculate revenue streams.  <b>Strategy's Expected Result/Impact:</b> Williamson County Appraisal reports and PEIMS 6 weeks Superintendent reports  <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator                      CFO                      Director of Finance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>





<b>Strategy 5:</b> Review expenditures by program intent to ensure compliance with state spending mandates. <b>Strategy's Expected Result/Impact:</b> Program Intent Code (PIC) analysis reports run monthly to monitor compliance. Verify compliance by external auditor. PEIMS reports during Submission 2 to ensure compliance after final allocations. <b>Staff Responsible for Monitoring:</b> CFO Director of Finance	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 6:</b> Ensure local, state, and federal revenue streams are maximized to provide high-quality education for students. <b>Strategy's Expected Result/Impact:</b> SHARS - maximize reimbursement Local revenue Federal programs Investments - maximize return <b>Staff Responsible for Monitoring:</b> CFO Director of Finance	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<b>Strategy 7:</b> Conduct a staffing efficiency audit to inform staffing and budgeting. <b>Strategy's Expected Result/Impact:</b> Identify areas of efficiency and inefficiency in staffing ratios, allocations, and assignments. <b>Staff Responsible for Monitoring:</b> CFO Director of Finance	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Maximize the quality and quantity of educational programs through effective and efficient fiscal management

**Performance Objective 2:** Maintain a state leadership status by achievement in performance standards in fiscal compliance, transparency and responsibility annually.

- Evaluation Data Sources:** Achieve maximum score on TEA FIRST Rating  
 Obtain 95% satisfactory results from TASB staff survey  
 Obtain an unmodified opinion on the annual financial report  
 Create a Board of Trustee Finance Subcommittee

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Ensure that the Finance team appropriately certifies all respective staff members with the training offered through Texas Association of School Business Officials (TASBO).</p> <p><b>Strategy's Expected Result/Impact:</b> Qualified /certified business office team Certificate records</p> <p><b>Staff Responsible for Monitoring:</b> CFO Director of Finance Director of Purchasing</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Achieve the highest rating available in the Financial Integrity Rating System of Texas</p> <p><b>Strategy's Expected Result/Impact:</b> FIRST Rating</p> <p><b>Staff Responsible for Monitoring:</b> CFO Director of Finance Director of Purchasing</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Retain high levels of customer service and responsiveness to internal customers.</p> <p><b>Strategy's Expected Result/Impact:</b> TASB Survey results</p> <p><b>Staff Responsible for Monitoring:</b> CFO Director of Finance Director of Purchasing</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 4:</b> Maintain TASBO Award of Merit status for purchasing operations.</p> <p><b>Strategy's Expected Result/Impact:</b> Award of Merit application completed and submitted through TASBO.</p> <p><b>Staff Responsible for Monitoring:</b> CFO Director of Purchasing Director of Finance</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Maximize the quality and quantity of educational programs through effective and efficient fiscal management

**Performance Objective 3:** Establish and follow a budget planning calendar that engages all stakeholders in determining the best way to allocate funds to achieve goals and objectives and to maximize educational programs.

**Evaluation Data Sources:** Budget Calendar (time line)  
 Adopted Budget  
 Alignment of budget allocations to campus and district improvement plans

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Align budgeting practices to the district, campus, and department improvement plans.  <b>Strategy's Expected Result/Impact:</b> Tracking system for justification of expenditures.  <b>Staff Responsible for Monitoring:</b> Principals                      Directors                      Assistant Superintendent for School Support</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Create a budget process to include all campus principals, directors, department heads, and teachers in decision making.  <b>Strategy's Expected Result/Impact:</b> Balanced budget  <b>Staff Responsible for Monitoring:</b> CFO                      Campus Principals                      Directors</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Involve key stakeholder groups in the development of budget priorities.  <b>Strategy's Expected Result/Impact:</b> Creation of budget priorities that guide the development of district's budget annually.  <b>Staff Responsible for Monitoring:</b> CFO                      Director of Finance                      Superintendent</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				


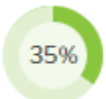




**Goal 7:** Address facility needs to accommodate growth and maximize efficiency through innovation in support of student success.

**Performance Objective 1:** Update the district's Master Facilities Plan by Spring 2021

**Evaluation Data Sources:** Written Evaluation of current campus use of space vs campus utilization & design intent

Written Evaluation of Central Administration, School Support and Support Admin Areas

**Summative Evaluation:** Some progress made toward meeting Objective

<p><b>Strategy 1:</b> Develop a system for tracking how district facilities are utilized.</p> <p><b>Strategy's Expected Result/Impact:</b> Better utilization of space to address current and future needs</p> <p>With input from end-users and stakeholders, an annual board update will be used to track how campuses use their existing space for gen ed., SPED, and programming to ensure the allocation of physical plant resources can adapt to changing campus needs</p> <p><b>Staff Responsible for Monitoring:</b> Director of Facilities Assistant Superintendent for Operations</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Rearrange/reallocate space to improve services and address growth demands through fiscal 20-21 Capital improvement initiatives.</p> <p><b>Strategy's Expected Result/Impact:</b> Written plans for the following: 200 College Street demolition and renovations projects for the College Street Complex Relocation of Little Hippos portable project (to be located at NJES A Permanent (semi-permanent) Office/work solutions for SS, SPED, and other centralized support staff</p> <p><b>Staff Responsible for Monitoring:</b> Director of Facilities Assistant Superintendent for Operations</p> <p><b>Funding Sources:</b> local M&amp;O dollars for arch/engineering fees, construction costs, furnishing costs, etc. - 199 Local Funds - \$2,300,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Feb</b>	<b>May</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Address facility needs to accommodate growth and maximize efficiency through innovation in support of student success.

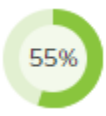




**Performance Objective 2:** Successfully deliver Capital Improvement Projects by Fall of 2021

**Evaluation Data Sources:** Board Action Architectural and Contractor Agreements

Board Action on proposed Schematic Design, construction timelines

Board Action on Construction Documents and "Notice to Proceed."

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue the district's oversight process for construction delivery to include continued partnerships with 3rd-party (independent) guidance.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure projects are delivered on time and within budget by enforcing the thru contractual obligations (AIA Contract Documents) that include financial/punitive damages for project delays</p> <p>Collaborative planning with arch/construction firms, Bond and Capital Improvement Oversight Committee, Operations, School Support, Business Office, and end-users</p> <p><b>Staff Responsible for Monitoring:</b> Director of Facilities Assistant Superintendent for Operations</p> <p><b>Funding Sources:</b> Remaining proceeds of 2008 Bond, as well as proceeds from the sale of 2019 Bonds - 199 Local Funds - \$93,490,000</p>	Reviews						
	Formative			Summative			
	Nov	Feb	May	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

**Goal 7:** Address facility needs to accommodate growth and maximize efficiency through innovation in support of student success.

**Performance Objective 3:** Ensure facilities and operational personnel (operational services) are aligned to support learning initiatives such as blended learning and virtual instruction by May 2021.


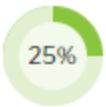
**Evaluation Data Sources:** Safety and security plan for maintaining more open, flexible learning structures

Updates and amendments to the 5yr/10yr technology plan

Updated the Master Facilities plan as we identify existing and future needs required to support blended learning and flexible learning structures - new standardizations

Updated Human Resource plan to support staffing allocations as needed to support areas of blended learning and flexible learning structures

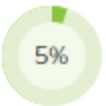
**Summative Evaluation:** None

<p><b>Strategy 1:</b> Develop Safety and Security plans that anticipates a non-traditional approach to the utilization of facilities and supports increased student/staff mobility</p> <p><b>Strategy's Expected Result/Impact:</b> Development of a Written Plan for Safe learning environments in both the traditional setting; virtual setting; after hour/modified setting</p> <p><b>Staff Responsible for Monitoring:</b> Emergency Operations Supervisor Director of Health and Safety Assistant Superintendent for Operations</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 2:</b> Update 5yr/10yer Technology Plan</p> <p><b>Strategy's Expected Result/Impact:</b> While the district's 5yr/10yer Technology Plan is relatively new, COVID-19 and the speed in which the district is advancing via digital learning requires a review of how technology will tackle blended learning and flexible learning structures not already captured/rather to be discovered. UPDATES TO APPROVE TECH PLAN as appropriate</p> <p><b>Staff Responsible for Monitoring:</b> Director of Technology Assistant Superintendent for Operations</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Feb</b>	<b>May</b>	<b>June</b>
<p><b>Strategy 3:</b> Develop updates for the Master Facilities assessment</p> <p><b>Strategy's Expected Result/Impact:</b> The current Master Facilities assessment or Plan (and to some extent bond program planning) will incorporate existing and future needs required to support blended learning and flexible learning structures....and, in particular, any needs stemming from virtual learning.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Facilities Assistant Superintendent for Operations</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>

**Strategy 4:** Develop staffing and scheduling plans for all operational services in support of blended and/or flexible learning structures

**Strategy's Expected Result/Impact:** Maintenance, custodial, grounds, transportation, health & safety, technology may staff differently in order to support blended and/or flexible learning structures...as the district's traditional school day is challenged by new instructional delivery requirements.

**Staff Responsible for Monitoring:** Director of Facilities and Construction  
 Director of Technology  
 Director of Transportation  
 Director of Health and Safety  
 Assistant Superintendent for Operations

Reviews			
Formative			Summative
Nov	Feb	May	June
 5%			



No Progress



Accomplished



Continue/Modify



Discontinue



## RDA Strategies

Goal	Objective	Strategy	Description
2	2	1	Continue supporting the district-wide instructional platform for teaching reading (balanced literacy) in grades K-3rd.
2	2	2	Use the progress monitoring system in reading K-3 to track growth on the campus literacy data walls.
2	2	4	Utilize research based interventions for Tier 2 & 3 students in all K-3 classrooms. [TEC 11.253 & 29.081]

# State Compensatory

## Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aida Finlayson	Inst Coach / Interventionist	Veteran's Hill Elementary	1
Andrea Barber	Inst Coach / Interventionist	Ray Elementary	1
Angie Moore	Inst Coach / Interventionist	Hutto Elementary	1
Ashley Burt	Inst Coach / Interventionist	Hutto Elementary	1
Bridget Arndt	Inst Coach / Interventionist	Hutto High School	1
Brittney Janda	Inst Coach / Interventionist	B D Kerley Elementary	1
Carmia Adley	Teacher	Farley Middle School	1
Carolyn Edelson	Inst Coach / Interventionist	Howard Norman Elementary	1
Catherine Sakewitz	Inst Coach / Interventionist	Howard Norman Elementary	1
Claudia Cook	Inst Coach / Interventionist	Ray Elementary	1
Courtnee Bownds	Teacher	Farley Middle School	1
Courtney Berry	Inst Coach / Interventionist	N Johnson Elementary	1
Elizabeth Wood	Inst Coach / Interventionist	Howard Norman Elementary	1
Erica Jordan	Inst Coach / Interventionist	Veterans Hill Elementary	1
Gloria Marquez	Inst Coach / Interventionist	Cottonwood Creek Elementary	1
Jennifer Herrera	Inst Coach / Interventionist	Ray Elementary	1
Jennifer Spradley	Inst Coach / Interventionist	B D Kerley Elementary	1
Kylee Jeffers	Inst Coach / Interventionist	Cottonwood Creek Elementary	1
Lacy Dillard	Inst Coach / Interventionist	Hutto Middle School	1
Laura Watkins	Inst Coach / Interventionist	Hutto Elementary	1
Lisa Vasquez	Inst Coach / Interventionist	Hutto High School	1
Logan Grovey	Inst Coach / Interventionist	N Johnson Elementary	1
Marivel Valles	Inst Coach / Interventionist	Veterans Hill Elementary	1
Melissa Lake	Inst Coach / Interventionist	Nadine Johnson Elementary	1
Mia Hurtado	Inst Coach / Interventionist	Veterans Hill Elementary	1

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Otilia Rivas	Inst Coach / Interventionist	B D Kerley Elementary	1
Romany Ly	Teacher	Hutto Middle School	1
Tara Fox	Inst Coach / Interventionist	Cottonwood Creek Elementary	1
Veronica Robinson	Teacher	Farley Middle School	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aide Alex Alvarez	Parent Support Specialist	Title I- Parent and Family Engagement	1
Jose DeLeon	Parent Support Specialist	Title I -Parent and Family Engagement	1

# District Funding Summary

199 Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Development for Instructional Coaches		\$3,000.00
1	5	1	GT testing materials, Professional learning for GT service providers, outreach to parents		\$22,150.00
1	6	2	Extra Duty Stipends		\$11,000.00
1	6	3	TCEA and ITSE memberships, Level 1 and II Google Certification vouchers.		\$3,605.00
1	6	5	Instructional Materials and Instruments		\$45,000.00
1	6	6	Instructional Materials		\$10,000.00
2	1	1	CCMR Aligned Computer Program		\$3,000.00
2	1	2	Kurzweil Accommodation Software		\$4,000.00
2	1	4	Naviance Cost		\$29,000.00
2	1	6	Transportation for students		\$2,500.00
2	1	9	Contracted Services for the Development of Brands		\$500.00
2	2	1	Renflo Reading Progress Monitor (cost includes the math component as well)	199 E 13 6399 05 935 0 99 000	\$131,473.00
2	2	3	Staff Development Costs		\$5,500.00
2	4	4	Dyslexia program materials		\$19,210.00
2	4	4	Dyslexia Training		\$8,990.00
2	4	5			\$70,000.00
2	4	7	TSIA Testing Units		\$9,000.00
2	4	7	TSI Proctoring Extra Duty		\$4,000.00
2	4	7	TSI Testing Prep		\$5,000.00
2	4	7	TSI College Prep Online Course for RHA		\$3,500.00
2	5	1	Guided Math Training		\$19,000.00
2	5	2	Secondary Math Screener (iReady)		\$18,000.00
2	5	3			\$103,695.00
3	1	10	Hippo Way Lead Stipend		\$10,000.00
3	3	1	funding not anticipated....if any funding is required, it will likely be driven by in-kind donations and direct donations		\$0.00

199 Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Stipend List		\$500,000.00
4	2	2			\$100,000.00
4	3	1	training materials + TASB expenses		\$0.00
4	3	2	TASB Trainers		\$5,000.00
5	2	2	Marketing software, supplies, and training		\$5,000.00
7	1	2	local M&O dollars for arch/engineering fees, construction costs, furnishing costs, etc.		\$2,300,000.00
7	2	1	Remaining proceeds of 2008 Bond, as well as proceeds from the sale of 2019 Bonds		\$93,490,000.00
<b>Sub-Total</b>					\$96,941,123.00
Title I, Part A -(6100) Payroll Costs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Salary		\$18,000.00
2	4	9	Extra Duty		\$50,000.00
2	7	2	Salary		\$65,000.00
<b>Sub-Total</b>					\$133,000.00
Title I, Part A -(6200) Professional and Contracts					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	4	Contracted Services		\$1,000.00
<b>Sub-Total</b>					\$1,000.00
Title I, Part A -(6300) Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4			\$16,000.00
2	4	2	Purchase LLI Kids		\$13,000.00
2	7	1	Supplies and Materials		\$500.00
2	7	3	Materials and Resources		\$500.00
2	7	4	Parent materials, books and resources		\$3,000.00
2	7	6	Promotional copies, flyer etc.		\$1,000.00
3	1	2	Supplies and Materials for Homeless students		\$3,300.00
<b>Sub-Total</b>					\$37,300.00

<b>Title I, Part A - (6400)Other Operating Costs</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	7	4	Meeting snacks to promote attendance		\$1,000.00
2	7	5	Conference/Training Registration		\$5,000.00
<b>Sub-Total</b>					\$6,000.00
<b>Title II, Part A - Payroll Costs</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	2	Mentor Stipends		\$73,000.00
<b>Sub-Total</b>					\$73,000.00
<b>Title II, Part A - Professional and Contracted Ser</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	3	PD Consultants		\$5,000.00
1	6	3	Conference Attendance for PD		\$5,000.00
<b>Sub-Total</b>					\$10,000.00
<b>Title II, Part A - Supplies and Materials</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1	PD Supplies for ALA		\$10,000.00
4	1	2	PD Supplies		\$6,700.00
<b>Sub-Total</b>					\$16,700.00
<b>Title III, Part A LEP - Professional and Contracts</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	4	Title III Supplemental funds for professional learning for teachers and curriculum upgrades		\$22,000.00
2	6	1	Contracted services for professional development for teachers	263 E 13 6291 00 935 0 25 000	\$15,000.00
<b>Sub-Total</b>					\$37,000.00
<b>Title III, Part A LEP - Supplies and Materials</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	6	1	PD Materials for teachers	263 E 13 6325 00 935 9 25 000	\$5,000.00
2	6	2	Bilingual instructional materials for students such as books and dictionaries		\$40,000.00
<b>Sub-Total</b>					\$45,000.00

Title III, Part A LEP- Payroll Costs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	1	Extra Duty pay for teachers participating in PD	263 E 13 6118 00 935 0 25 000	\$15,000.00
2	6	4	Extra duty pay for teachers		\$8,000.00
2	6	6	Contracted services		\$8,000.00
<b>Sub-Total</b>					\$31,000.00
Title III, Part A LEP - Other Operating Costs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	6	3	Parent involvement supplies	263 E 61 6325 00 935 9 25 000	\$2,000.00
<b>Sub-Total</b>					\$2,000.00
SCE- Payroll Cost (salary)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	11 FTEs for Instructional Coaches		\$660,000.00
2	1	8	Extra Duty Pay for CTE Teachers (4 teachers, 4 hours, 4 days)		\$2,240.00
2	4	2	Intervention Teachers (11 FTEs)		\$660,000.00
2	4	5	Payroll		\$120,000.00
2	4	6	Payroll for Summer School		\$120,000.00
2	5	2	Middle School Math Intervention Teachers (2 FTEs)		\$120,000.00
<b>Sub-Total</b>					\$1,682,240.00
Carl Perkins- Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Purchase of laptop carts to support middle school programs.		\$34,624.00
<b>Sub-Total</b>					\$34,624.00
Title IV - Payroll Costs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Extra duty pay		\$5,000.00
<b>Sub-Total</b>					\$5,000.00
Title IV - Contracted Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	7	PD for teachers and lessons for students		\$4,000.00
2	1	4	Training for Counselors		\$3,000.00



Title IV - Contracted Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1	Presenter		\$1,000.00
3	1	3	Training for staff (NAMI, etc.)	289 E 13 6291 00 935 9 30 000	\$3,000.00
<b>Sub-Total</b>					\$11,000.00
Title IV (6300) Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	7	Guitars/Ukuleles		\$6,700.00
3	1	6			\$3,000.00
<b>Sub-Total</b>					\$9,700.00
<b>Grand Total</b>					\$99,075,687.00

# Addendums