

Hutto Independent School District District Improvement Plan

2023-2024



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 located in the Austin-Round Rock metropolitan area in Williamson County. It serves the City of Hutto and the surrounding area and is the proud home of the only Hippopotamus mascot in the nation. Hutto ISD continues to be one of the fastest-growing school districts in the state of Texas, with a current total enrollment of about 9,593 students and a projected enrollment to reach at least 10,000 this school year.

Hutto ISD presently has 7 elementary schools, 2 middle schools, one senior high school, a Ninth Grade Center, one alternative high school campus focusing on academic assistance/credit recovery, and the Disciplinary Alternative Education Program (DAEP) campus. Our high school is classified as a 6A school. Currently, we are in the building phase of middle school number 3 and the renovation phase of our high school which will increase its capacity.

The fast growth of our district has been driven in recent years by relatively affordable housing and easy access to major highways. Several major employers are considering the area, the northeastern side of Austin expects to see large numbers of families will move to the area for jobs. This has driven up not only enrollment but also property values and property taxes.

According to the most recent [demographic report dated February 2023](#), Hutto ISD has:

- The district has 23 actively building subdivisions
- Within Hutto ISD there are 10 future subdivisions in various stages of planning
- Of these, groundwork is underway on more than 2,251 lots within 7 subdivisions
- 229 lots have been delivered in the 4th quarter

As a result, we will enter recapture this school year meaning we will have to return local tax dollars to the state.

Our District Improvement Plan (DIP) aligns directly with the Hutto ISD district policies BQ (Legal) and BQA (Legal) established by the Board of Trustees. Accordingly, monitoring of the strategies included in the DIP is accomplished through ongoing monitoring of the district policies and performance indicators as outlined in our District Strategic Plan 2025. Furthermore, goals from each of the campus improvement plans are aligned directly with the DIP as part of the Strategic Plan 2025.

The most valuable resource for identifying existing barriers would be district data, either quantitative or qualitative. The data supply its own narrative by giving us a picture of how our students are engaged in various aspects of their educational experience according to certain attributes like gender, race/ethnicity, socioeconomic status, and participation in certain academic or extracurricular programs. For this reason, looking at student demographics across the district can support the DEI and the HR mission since we can see the bright spots, or strengths, as well as the opportunity areas when it comes to ensuring that all students have access to an equitable education. The very definition of educational equity is that “each child receives what they need to develop to their full academic and social potential.” ([National Equity Project](#))

In order to develop this Demographics narrative, the committee convened on April 27, 2023, to review the [raw demographic data](#) referenced in the [probing questions](#) furnished by TEA. We then worked to identify the bright spots, or strengths, as well as opportunity areas in said data, and finally to craft problem statements while attempting to understand possible root causes of the

problems. Unless indicated otherwise below, data was collected on April 24, 2023, with an enrollment of 9785 students.

According to the enrollment for campuses, we see that Hutto HS has over 1900 students and Hutto MS has over 1100 students. Hutto ES has the most students out of all the ES campuses with 786 students and Kerley ES is close behind with 768 students. The ES numbers are very close to the entire population at our Ninth Grade Center which has 805 students. (DecisionEd, 4/4/23) With the potential growth projected, Hutto ISD can anticipate increasing enrollment numbers and with that increasing diversity among our students. This presents a need to hire diverse staff that better reflects our diverse student population.

When we disaggregate for ethnicity, our Hispanic population remains the largest at 46.4%. When we disaggregate by home language, we have over 40 languages spoken at home across the district. (DecisionEd, 4/4/23)

Hutto ISD student demographics by race/ethnicity for 2022-2023 as of April 24, 2023 are:

A breakdown of student demographics by various categories follows: (4/24/23)

Demographic category	# of students	% of students
Economically Disadvantaged	4184	42.8%
Bilingual	628	6.4%
504	1004	10.3%
Special Education	1618	16.5%
Gifted & Talented	693	7.1%
Emergent Bilingual	1482	15.1%

Demographic category	# of students	% of students
ESL	923	9.4%
At Risk	4730	48.3 %

Demographics Strengths

The Human Resources (HR) Department added a new position for the 22-23 school year, Director of Diversity, Equity, and Inclusion (DEI). With the addition of this position, HR is in an enhanced position to continue advancing its mission: With a heart for people, we elevate staff to inspire excellence in academics, character, and community. Similar to the HR department mission, the mission for DEI in particular aligns with the overall district mission: to inspire and support excellence for every Hutto ISD student and adult by enabling equitable mindsets and disabling inequitable barriers. By removing such barriers and simultaneously enabling mindsets that believe in the potential of every student and adult, there is potential for student achievement to increase for all student groups.

Prior to the Director of DEI coming on board, the Equity, Racism, and Inclusiveness Task Force had been convening for two years since 2020 to examine district data. Based on the disparities that surfaced, as well as a desire to proactively create more inclusive educational spaces where all children can thrive and experience success, the HR department presented to the school board a compelling case for intentional, purposeful equity work. This work also led to the creation of Goal 8 as part of the District Improvement Plan consisting of six performance objectives. We now have seven performance objectives under [Goal 8](#) which is to create a culture of equity and safety in every district building and in every classroom. Part and parcel of the DIP Goal 8 is to review certain data sets on a regular basis to ensure that we have equitable representation that aligns with our student demographics.

- There is a good representation of students by gender based on data that is collected by the district.
 - Female - 4708 students (48.1%)
 - Male - 5077 students (51.9%)
 - Note: This does not take into consideration some of our LGBTQ+ students who do not identify as female or male (nonbinary or gender fluid).
- Over time, the district is trending in the right direction for GT-identified students when it comes to our underrepresented populations.

GT over time	Percentage of students					
	Race/ethnicity	Overall	SY19-20	SY20-21	SY21-22	SY22-23
Asian		3.2%	2.8%	2.5%	4.6%	4.9%
Black		13.6%	7.9%	8.5%	9.3%	9.4%

GT over time	Percentage of students				
Hispanic	46.4%	31.6%	32%	31.5%	34.3%
Native American	<1%	<1%	<1%	<1%	<1%
Pacific Islander	<1%	not shown	not shown	not shown	not shown
Two or more races	6.8%	7.3%	8%	6.7%	6.3%
White	29.4%	50.1%	48.7%	47.6%	44.7%

- We see that students identified as needing special education services tend to remain stable over time for all races/ethnicities.

SPED over time	Percentage of students				
Race/ethnicity	Overall	SY19-20	SY20-21	SY21-22	SY22-23
Asian	3.2%	<1%	<1%	<1%	1.4%
Black	13.6%	15.5%	14.8%	14.1%	14.9%
Hispanic	46.4%	45.9%	47.2%	47.5%	47.7%
Native American	<1%	<1%	<1%	<1%	<1%
Pacific Islander	<1%	<1%	<1%	not shown	<1%
Two or more races	6.8%	5.9%	6.3%	5.9%	5.9%
White	29.4%	32.1%	30.8%	31.2%	29.7%

- For staff, there is good representation across age groups. (Total staff = 1384, as of 3/31/23)
 - Under 20: 1 (<1%)
 - 20-29 years: 165 (11.9%)
 - 30-39 years: 376 (27.2%)

- 40-49 years: 405 (29.3%)
- 50-59 years: 291 (21%)
- 60-69 years: 121 (8.7%)
- 70-79 years: 25 (1.8%)

Opportunities

In spite of the areas where we can identify bright spots, there are data points that are concerning and which unfortunately are not too surprising.

- For special education, there is a slight over representation of male students, Black students, and Hispanic students.

Gender/race/ethnicity	Total enrollment %	Special education %
Male	51.9%	63.7%
Black	13.6%	14.9%
Hispanic	46.4%	47.7%

- For GT, there is a slight over representation of White students, and a slight under representation of Black students, and Hispanic students

Race/ethnicity	Total enrollment %	Gifted & talented %
Black	13.6%	9.4%
Hispanic	46.4%	34.3%
White	29.4%	44.7%

- Almost half the student population is identified as [at-risk](#) (48.3%)
 - Within this percentage, over 55% is Hispanic
 - Following is the breakdown of students identified as at-risk by category:
 - Special Ed - 20.6%
 - Eco Dis - 53.8%
 - EB - 31.1%
 - Bil - 10.8%

- ESL - 19.4%
- 504 - 11.2%
- GT - 2.2%

With regard to discipline, we see disproportionality in the percentage of referrals. There is an overrepresentation of students in all race/ethnic groups except for White students where we see an underrepresentation. Additionally, we see this overrepresentation as well for our students identified as economically disadvantaged. (August-April, SY22-23)

Student Groups	District Enrollment %	% of Referrals*
Economically Disadvantaged	43%	58%
African American	13%	22%
Hispanic	46%	47%
Two or More	7%	8%
White	29%	22%

*This is an overall percentage for each category, not unique student numbers. In other words, an EcoDis student with multiple referrals will count more than once in this percentage.

- For teaching staff, there is an overrepresentation of White teachers, and an underrepresentation of other races/ethnicities when compared to student demographics.

Race	Staff*	Teacher*	Student
Asian/Pacific Islander	1.6%	1.6%	3.2%
Black	9.8%	8.0%	13.6%
Hispanic	29.8%	21.0%	46.4%
Native/American Indian	<1%	<1%	4%
White	56.7%	67.6%	29.4%
2 or more races	NA	NA	6.8%

*Staff and teacher data were reported as of March 31, 2023

The district embraces the diversity of cultures and languages that student growth has brought to the schools and staff. The data pulled from Decision Ed in May of 2023 indicated the district was represented by the following student groups:

- Asian-American = 3.2%
- Native American = .34%
- Two or more races = 6.8%
- African-American = 13.6%
- White students = 29.3%
- Hispanic = 45.4%

Problem Statements Identifying Demographics Needs

Problem Statement 1: In special education, there is an over representation of male students, Black students, and Hispanic students. **Root Cause:** There is a pervasive thought that male students have more difficulty focusing on academics Since half of special education students are economically disadvantaged, perhaps there are no resources at home to support the child.

Problem Statement 2 (Prioritized): In Gifted and Talented, there is an over representation of White students and an under representation of Black students and Hispanic students. **Root Cause:** If GT students are referred by parents/guardians, maybe there is a lack of communication about GT options to all parents, including those who are Black and/or Hispanic Perhaps the COGAT in Spanish could be disseminated more widely.

Problem Statement 3 (Prioritized): Almost half the student population is identified as at-risk (48.3%). Within this percentage, over 55% identify as Hispanic. **Root Cause:** Since an at-risk category is students who are identified as having limited English proficiency, this could be overidentifying Hispanic students who are actually at risk.

Problem Statement 4: For discipline, we see disproportionality in the percentage of referrals. There is an over representation of students in all race/ethnic groups except for White students where we see an under representation. Additionally, we see this over representation as well for our students identified as economically disadvantaged. **Root Cause:** There may be a lack of training in objective enforcement and implementation of policy, processes, or practices. There may be a lack of feedback to the administration regarding expectations. There may be a lack of opportunity, relationships, or openness to have those conversations.

Problem Statement 5 (Prioritized): For teaching staff, there is an over representation of White teachers and an under representation of other ethnicities. **Root Cause:** For recruitment, we can create partnerships with colleges to locate more diverse teachers. Applicants are not seeing that the district welcomes diverse staff by way of artifacts on our website or even in job descriptions. There is a perception that Hutto ISD is a small town, White, conservative.

Student Achievement

Student Achievement Summary

2023 State Accountability A-F ratings will not be released until late September of this year. This document will be updated accordingly. *For historical context, in 2022, our district was rated a B overall, with an overall STAAR academic performance of 79. Our district chose to focus on improving student achievement. The majority of our campuses with the exception of HHS and HMS received scores in the 70s in the area of student achievement for the 2021 - 2022 school year. Hutto Middle School's academic performance score was 80 and Hutto High School's Academic Performance was 84.*

Reading and Language Arts

In grades 3-8, Reading Language Arts (RLA) achievement continues to see slight gains, with 81% of students scoring "Approaches" or higher (up from 79%), 52% at "Meets" or higher (up from 51%), and 21% at "Masters" Grade Level (a drop from 30%).

In grades 3 through 5, student performance increased at the "Meets" level but declined at the "Masters" level for all grade levels. Third-grade reading performance at the "Meets" level increased by 16 percentage points (34%) but declined at the "Masters" level by 12 percentage points to 19%. Reading performance in 4th grade at the "Meets" level increased by 5 percentage points (32%) but declined at the "Masters" level by 7 percentage points to 16%. Reading performance for 5th grade increased 8 percentage points at the "Meets" level (31%) but declined at the "Masters" level (24%).

In 6th grade Reading, student performance increased at the "Meets" level by 14 percentage points to 32% and the "Masters" level by 3 percentage points to 21%. In grades 7 and 8, student performance increased by 9 percentage points at the "Meets" level (27% and 31% respectively) but declined by 19 percentage points at the "Masters" levels in grade 7 (22%) and by 10 percentage points in grade 8 (25%).

This year, 2023, our district earned gains in achievement with first-time EOC ELA 1 testers with a 5-point gain in the "Approaches" category (80% compared to 75% in 2022) and an 8-point gain in the "Masters" category (15% compared to 7% in 2022). In the "Meets" category, ELA 1 had a 6-point decrease (54% in 2022 versus 48% in 2023). Although gains were noted in the "Approaches" and "Masters" categories, the state EOC blueprint and cut scores were updated for the 2023 test administration. In 2022, the "Approaches" cut scores for ELA 1 and ELA 2 were set at 56%, and in 2023, the new cut score was set at 42%. The cut score for "Meets" in 2022 was set at 66% and in 2023, 56%. "Masters" level cut scores for ELA 1 in 2022 required a student to receive an 87% and above and in 2023, an 84% and above.

In ELA 2 EOC, the district also received a 7-point gain in the "Approaches" category (71% in 2022 compared to 78% in 2023), a 3-point gain in the "Meets" category (56% compared to 53% in 2022), and a 1-point decrease in "Masters" (7% in 2022 compared to 6% in 2023). In order to receive a "Masters" score in ELA 2 in 2022, a student had to receive a 90% and above. In 2023, "Masters" is set at 88% and above.

Based on the 2023 Reading and Language Arts data, district curriculum staff and campus administrators will focus on PLC conversations and observation and feedback protocols to ensure that our core curriculum is implemented with fidelity (Springboard at the secondary level and HMH at the elementary level). Additionally, we will emphasize classroom practices that engage students in higher-order thinking with minimal teacher guidance that allows students to analyze and process texts. Lesson planning will emphasize using strategies that encourage discussion, analysis, and productive struggle to increase the percentage of students receiving a "Masters" score. Hutto ISD is launching the MAPS screener for reading and math to be able to monitor student progress in reading throughout the year at set benchmarks to identify students in need of support and provide interventions. An advisory period has been created at the middle school level to

support students with additional time and support to accelerate their learning.

Mathematics

In grades 3-8, math achievement continues to see slight gains, with 71% of students scoring "Approaches" or higher (up from 65%), 36% at "Meets" or higher (up from 32%), and 11% at "Masters" Grade Level (no change). More growth is needed to bring higher percentages of students up to the "Meets" and "Masters" levels in math, an area hit particularly hard as a result of the COVID-19 pandemic. In grades 3-5 Math, there was an increase in students scoring in the "Meets" category, and student performance increased modestly at the "Masters" level for grades 3 and 4. Hutto Middle School saw an increase in the number of students who met grade-level standards in grades 6-8.

6th-grade math decreased the number of students that "Did Not Meet" grade level and increased the number of "Meets" and "Masters" students. Farley Middle School 6th grade saw a decrease from 40% of the students not approaching the grade level to 22% not approaching grade level. "Approaches" rose from 36% to 44% and "Meets" grew from 16% to 23%. FMS 6th grade had an increase in the "Masters" category from 7% to 11%. It is important to note that this grade level prioritized small-group instruction.

7th Grade Math is the only STAAR-tested area where the top 2 quintiles- 40% of the students are accelerated to the next grade level. The top 40% of 7th-grade students take the STAAR test for 8th grade in order to take Algebra 1 as 8th graders. Hutto Middle School 7th-grade math had a decrease in the number of students that "Did Not Meet" the grade level down from 48% to 41%. HMS 7th grade had 22% "Meet" expectations and 2% "Master" the grade level. It is important to note that this grade level prioritized student choice and personalized learning through our blended learning initiative.

8th-grade math, which includes the 7th-grade advanced math students who take the 8th-grade STAAR test in math, decreased the number of students that "Did Not Meet" grade level and increased the number of "Meets" and "Masters" students to 27% "Meets" and 10% "Masters" respectively. As a department, 8th grade math at FMS saw a decrease from 37% of students not approaching grade level to 29%. The number of "Approaches" grade level students decreased from 38% to 36% while the number of students meeting and mastering the grade level increased. The team at HMS increased the number of students who meet expectations by 5 percentage points. 10% of the students mastered the grade level.

In 2023, Algebra I at the 8th grade level continues to see growth. Both Farley Middle School and Hutto Middle School have "Approaches" levels greater than 90%, "Meets" levels greater than 60%, and "Masters" levels greater than 30%.

Algebra I at NGC increased in the "Approaches" level (from 43% in 2022 to 47% in 2023) and "Meets" levels (20% compared to 16% in 2022, but declined in the "Masters" category (6% compared to 9% in 2022). We saw an increase in "Approaches" grade level for the re-testers at HHS last year (33% compared to 10% in 2022).

Based on the 2023 Algebra I EOC data, district curriculum staff and campus administrators will focus on PLC conversations and observation and feedback protocol to ensure that the Carnegie curriculum is implemented with integrity and classroom best practices include opportunities for higher-order thinking with minimal teacher guidance that allows for students to experience productive struggle. Lesson planning will emphasize using strategies that encourage discussion, conceptual understanding, and productive struggle to increase the percentage of students receiving a "Masters" score.

Summary of Reading and Math

In order to improve student achievement in reading and math, Hutto ISD will clarify expectations with all stakeholders regarding teaching and learning in a culture of excellence. To do this, the district created a Common Instructional Framework (CIF). This framework is a set of effective teaching and learning practices that guides curriculum, instruction, assessment, and the learning climate in every classroom. The Common Instructional Framework and Get Better Faster, the district's observation and feedback loop system, will establish and communicate high expectations for student success while narrowing the gaps between the written, taught, and tested curriculum. Continued application of our district's Math and Literacy plans will remain a priority, specifically

the use of small groups, guided instruction, and student-facing data trackers. The implementation of student-led conferences will allow students to take ownership of their academics and work habits through self-evaluation and goal-setting.

College, Career, and Military Readiness

Approximately 74% of the class of 2022 earned a College, Career, and Military Readiness (CCMR) indicator. We are projecting 65% of the class of 2023 to earn a College, Career, and Military Readiness (CCMR) indicator. Components of the CCMR indicator include students achieving a TSI criteria in reading and math (SAT/ACT/TSIA); Meeting the Criteria of 3 on AP or 4 on IB examinations; Completing a course for Dual Credit (9 hours or more in any subject, or 3 hours or more in ELAR/Math); Earning an Associate's Degree; Graduating under an advanced degree plan and be identified as a current special education student; Earning a recognized Industry Based Certification, or Enlisting in the United States Armed Forces.

TELPAS

In 2023, 19% of students identified as Emergent Bilingual were rated at Advanced High rating TELPAS, while 39% were rated Advanced, 34% were rated Intermediate, and 9% were rated Beginning. This year, due to the change in the TELPAS Writing domain, no TELPAS growth data will be provided. The district has taken steps to shore up support for our increasing population of emergent bilingual students, adding a Title III-funded district specialist at the central office level to support teachers with designing sheltered instruction to boost students' language acquisition. Additionally, and a Newcomer Instructional Case Manager at Hutto High School to pinpoint students' academic needs and provide increased support and communication to parents.

Academic Achievement Distinction Designations

Academic Achievement Distinction Designations (AADD) are awarded to campuses for outstanding achievement based on outcomes of several performance indicators. Distinction designations are based on performance relative to a campus' designated comparison group (schools of similar type, size, grade span, and student demographics). The majority of academic distinctions are awarded when a campus's particular domain scaled score is ranked in the top 25 percent (Quartile #1) of the campus comparison groups. Information regarding Distinction Designations will not be available until the final State Accountability A-F ratings are released in late September of this year. This document will be updated accordingly.

Accountability Summary

Based on 2022 Accountability results, our district will additionally continue to focus on the School Progress Domain. School Progress measures district and campus outcomes in 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. If 2023 Accountability results necessitate a shift in this focus, the document will be updated accordingly.

Hutto ISD will focus on the student achievement domain for accountability, with intentional planning and preparation given to increasing the percentage of students receiving a "Masters" score on ELA and Math STAAR assessments. Performance in the "Masters" category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

All students who require it are receiving 4545 tutoring in the area needed. In addition, as part of our State Compensatory Education Program, we are providing Accelerated Instruction support through Math and Reading intervention courses K-11th grades. We are also providing teachers with campus coaching from instructional coaches so they might provide strong Tier 1 instruction to help students close achievement gaps. STAAR participation rate was 99% up from last year's 83%.

Student Achievement Strengths

- ELA 1 increased student “Masters” rate from 7% in 2022 to 15% in 2023
- Increase in Math approaches grade level for the retesters at HHS last year (35% compared to 10% in 2022)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Instructional strategies that promote analysis, discussion, and critical thinking are not pre-planned and internalized during PLC. **Root Cause:** The HHS master schedule requires teachers to PLC once a week and 75% of that time focuses on an agenda and schedule of the week.

Problem Statement 2 (Prioritized): Classroom instruction is not delivered at grade level. **Root Cause:** Students are performing below grade level. Teachers are going back multiple grade levels during Tier 1 instruction time to fill gaps and not reaching grade level instruction.

Problem Statement 3: Expectations of Student Performance are low. **Root Cause:** The cognitive load for students is lowered so that students will not struggle on a task and will be able to pass.

Problem Statement 4 (Prioritized): While student performance is increasing in reading and math at the approaches and meets level, student performance at the mastery level has declined for many grade levels. **Root Cause:** As a result of learning loss associated with the pandemic, students are not consistently engaging in productive struggle grade-level tasks at high levels of rigor.

District Culture and Climate

District Culture and Climate Summary

To gather information on Culture and Climate, we collect information from staff, students, and families. Hutto ISD focuses not only on the Academic progress of each student, but also on the Social and Emotional development of students.

Professional school counselors use a whole-child approach to support all students K-12. Hutto ISD has professional school counselors on every campus who implement the Texas Model for Comprehensive School Counseling. Following this model, school counselors provide classroom guidance lessons, individual planning, crisis response, and system support at each campus. School counselors provide age-appropriate interventions and guidance lessons on topics including but not limited to suicide prevention, drug and alcohol prevention, dating/relationship violence, and bullying.

School Counselors and College and Career Advisors support students' postsecondary planning through guidance lessons utilizing college and career exploration software/platforms, hosting career and job fairs, and coordinating Dual Credit, AP, TBI, and REACH opportunities in partnership with our local institute of higher education to earn college credit before high school graduation. School counselors (grades 6-10) also meet with students (one-on-one) annually to review current and future course requests and to discuss post-secondary options while school counselors (grades 11-12) meet with students (one-on-one) at least twice a year to review current and future course requests and to discuss post-secondary options. Hutto High School provides the TSI regularly, the PSAT/NMSQT to students in grades 10-11, and this year will provide a school-day SAT to juniors.

In collaboration with the Professional School Counselors, Licensed Mental Health Professionals support students returning from hospitalization and/or intensive outpatient mental health services and can conduct a comprehensive screening process for suicide intervention in collaboration with Local Mental Health Authority (LMHA - Bluebonnet Trails Community Services). All school district staff complete mandated training on identifying and intervening in situations of bullying and suicidal ideation. Hutto ISD partners with a number of organizations in our community to support students and staff. This is the third year of a partnership with Cenikor Services to provide drug and alcohol intervention and support to students sent to DAEP for a drug/alcohol-related offense.

The district IMPACT Team meets regularly to support students, staff, and families struggling with difficult situations that put students at risk for using drugs, resorting to violence, suicide/self-harm, bullying, etc. Each campus hosts a Safe and Supportive Schools Program Team that conducts Behavioral Threat Assessments as well as monitors, reviews and responds to safety concerns and student needs.

In general, there was a noticeable increase in student misbehavior, encompassing instances of non-compliance, disrespect, and neglect of assignments, which resulted in some disruptions within our classrooms. The school administrators extended their support to teachers and took disciplinary actions when deemed necessary. However, it's important to note that managing student behavior proved to be particularly challenging this year, not only within our school but also across the entire state and nation.

This challenging atmosphere was reflected in the fact that we had to make more placements in the Disciplinary Alternative Education Program (DAEP) this past year, with the majority of these placements being mandatory due to instances of THC vaping. The most prevalent offense leading to discretionary placement was physical altercations or fighting.

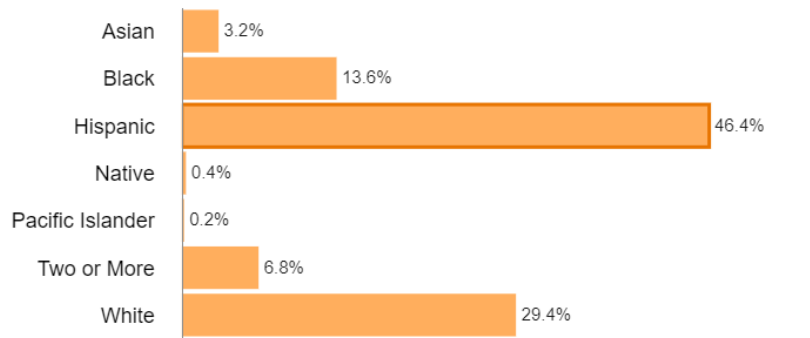
As the school year progressed, we observed a growing number of students displaying internalized behaviors, such as anxiety and depression, which was a departure from previous years when behavioral issues were primarily externalized, manifesting as explosive behaviors in younger students and physical fights among older students. In response to this shift, we had to adopt more creative approaches in our efforts to support these students.

To provide a holistic support system, every student had access to a mental health caseworker, if needed. Special education students grappling with severe behavioral challenges found support in the Behavior and Social Education Classroom (BaSE), where they worked on enhancing their social skills and addressing daily behavioral issues within a safe environment. For special education students exhibiting milder behavioral challenges, inclusion and resource teachers conducted regular check-ins. Other students received support through the Multi-Tiered System of Support (MTSS). At the elementary level, all students were taught the "Hippo Way," a program designed to instill essential social skills in all students. Some students were paired with mentors who could meet with them virtually, and students also had access to their grade-level or school counselors at all times.

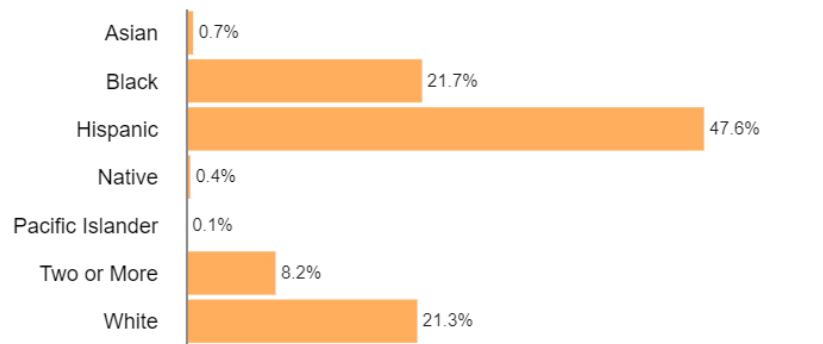
Students with significant needs, who weren't part of the special education program, were often connected with a district social worker who could work with both the student and their family to address their specific challenges.

Furthermore, in reviewing the following discipline data, we noticed that there is a discrepancy between staff perception and student perception of connectedness and belonging at school. There is also a disproportionality between the enrollment percentage of students by ethnicity and the percentage of disciplinary actions (especially among our black student population) For example, out of six expulsions so far this year, three were African American students, two were Hispanic students, and one student was white.

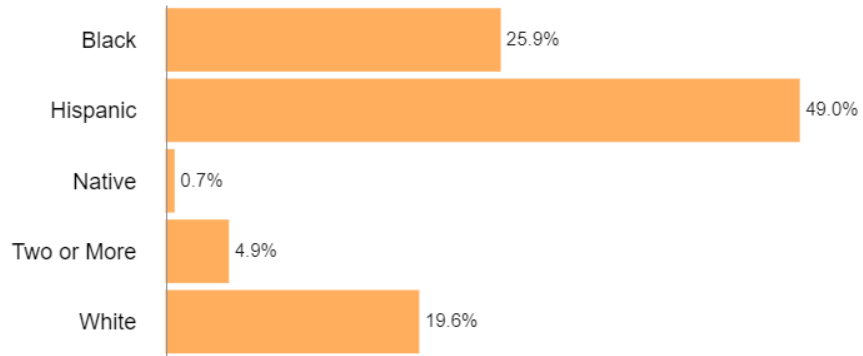
Enrollment by Ethnicity



Discipline Referrals by Ethnicity



Discipline Actions by Ethnicity



The following graphs show the amount of discipline referrals involving tobacco, alcohol, and controlled substances in 2021-2022 and 2022-2023:

August 16, 2021- May 6, 2022

Distinct Count of Behavior Event ID's	#	%
POSS/PRCHAS/USD/ACCPTD TOBACCO	108	3.4%
POSSESSED,SOLD,USED CNTRLD SUB	112	3.5%
POSSESSED,SOLD,USED,INFLU ALCO	11	0.3%

August 15, 2022- May 5, 2023

Distinct Count of Behavior Event ID's	#	%
FELONY CONTROLLED SUBSTANCE	3	0.1%
POSS/PRCHAS/USD/ACCPTD TOBACCO	42	1.2%
POSSESSED,SOLD,USED CNTRLD SUB	11	0.3%

POSSESSED,SOLD,USED CNTRLD SUB	99	2.9%
POSSESSED,SOLD,USED,INFLU ALCO	8	0.2%

Hanover survey data that was collected from staff, parents, and students showed the following information:

Regarding School Climate:

My child's feels connected at school:

Parents: 66% agree/18% disagree

Students: 44% agree/ 31% disagree

Staff: 79% agree/ 5% disagree

My student feels like they belong at school: question 35.

Parents: 70% agree/ 68% disagree

Staff 78% agree/ 11% disagree

Student 48% agree/ 19% disagree

Regarding the district Vision and Mission:

District leaders communicate a strong vision for the students:

Parents: 65% agree/14% disagree

Staff: 82% agree/7% disagree

Regarding Safety:

My child's school provides a safe learning space for students:

Parents: 82% agree/11% disagree

Students: 75% agree/ 8% disagree

Staff: 92% agree/ 3% disagree

My child's feels safe at school:

Parents: 89% agree/6% disagree

Students: 74% agree/ 7% disagree

Staff: 94% agree/ 3% disagree

Students at my child's school follow school rules:

Parents: 64% agree/12% disagree

Students: 41% agree/ 26% disagree

Staff: 73% agree/ 12% disagree

Regarding High Expectations:

My child's school/district expects students to do their best in school:

Parents: 87% agree/3% disagree

Students: 87% agree/ 3% disagree

Staff: 99% agree/ 0% disagree

Regarding Extra and Co-Curricular Activities:

My child's school/district offers enough Co-curricular activities for students. (ex. band, drama, etc.)

Parents: 65% agree/20% disagree

Students: 72% agree/ 13% disagree

Staff: 74% agree/ 14% disagree

My child's school/district offers enough extracurricular activities for students. (ex. sports, clubs, etc.)

Parents: 64% agree/21% disagree

Students: 74% agree/11% disagree

Staff: 74% agree/ 15% disagree

My child's school/district offers quality co-curricular activities for students:

Parents: 66% agree/16% disagree

Students: 74% agree/ 10% disagree

Staff: 76% agree/ 10% disagree

My child's school/district offers quality extracurricular activities for students:

Parents: 62% agree/14% disagree

Students: 97% agree/ 10% disagree

Staff: 82% agree/ 7% disagree

Regarding Facilities:

My child's school has classroom environments that support student learning (ex. size, temperature, lighting)

Parents: 86% agree/7% disagree

Students: 72% agree/ 11% disagree

Staff: 78% agree/ 13% disagree

District Culture and Climate Strengths

1. The referrals for possession/use of controlled substances have decreased from 21-22 to 22-23.
2. Parents, students, and staff all agree that there are high expectations of students.
3. Hutto ISD has a strong support system in place for student's social/emotional and mental health.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: There is a high need for mental health services for students in our district which has affected academic success. **Root Cause:** There is a shortage of behavioral health services in the community. Technology and the increased use of social media among students.

Problem Statement 2 (Prioritized): There is a high need for mental health services for staff in our district which has affected their efficiency and effectiveness as a professional. **Root Cause:** On-going impact of the pandemic on children and adults.

Problem Statement 3 (Prioritized): There is a discrepancy between staff perception and student perception of connectedness and belonging at school. **Root Cause:** Staff is focused on content rather than social and emotional needs of students.

Problem Statement 4: A disproportionality between the enrollment percentage of students by ethnicity and the percentage of disciplinary actions (especially among our black students population) Ex. Out of 6 expulsions so far this year, 3 are African American, 2 are Hispanic, and 1 is white. **Root Cause:** The demographics of staff do not match the demographics of student enrollment.

Problem Statement 5 (Prioritized): Over 10 point discrepancy between parents, staff and students feeling safe at school. **Root Cause:** Relationships have not been built to help students feel safe at school. How is the question about safety being interpreted by all three groups?

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

During the 2022-2023 school year, the department moved to a new building, which allowed them to define the mission for the future of the department as well as to create core beliefs establishing expectations for the team.

The mission of HR supports the mission of the district and encompasses all we believe about serving Hippo Nation.

Human Resources Mission: With a heart for people, we elevate staff to inspire excellence in academics, character, and community.

The following outlines the beliefs behind the mission:

- We believe in preserving grace and dignity for all individuals in all situations.
- We believe in a holistic approach to develop and inspire staff so they can offer their very best to students.
- We believe in focusing and valuing the strengths of each individual and commit to providing both resources and opportunities for growth.
- We believe in embracing the diverse backgrounds and experiences of our staff and students to remain united as one collective family.

Hutto ISD demographics for 2022-2023 as of March 31, 2023 are:

Race	Staff	Teacher	Student*
Asian/Pacific Islander	1.6%	1.6%	3.2%
Black	9.8%	8.0%	13.6%
Hispanic	29.8%	21.0%	46.4%
Native/American Indian	<1%	<1%	<1%
White	56.7%	67.6%	29.4%
2 or more races	NA	NA	6.8%

Our teaching demographics do not fully reflect our student demographics, which poses a need to hire a more diverse teaching staff. *Student demographics as of April 24, 2023.

For the 2022-2023 school year, 5% of teachers had no experience and 30% of teachers had 1-5 years of experience, leaving 65% of teachers with more than five years of experience. In addition, 47% of teachers have over ten years of teaching experience with 16% holding more than twenty years of experience.

Teachers new to Hutto ISD include 50% hired for 21-22 with more than five years of experience in teaching.

The majority of teachers who apply at Hutto ISD who complete their teacher program from a university come from Texas State University, followed by University of Texas, then followed by Texas Tech.

Our retention rate is 91%, which is up from the previous year.

Special programs—the Residency and the Clinical Student Teacher programs resulted in early hires of 15 teachers for 23/24.

New hires to Hutto ISD for 2022-2023 included 96 teachers who were new to teaching. Of those teachers, 17% were intern certified; 39.6% were re-enterers; standard certified—lagged 2%; 12.5% standard certified direct entry; 10.4% emergency permit; 9.4% out of state one year certified; and 2% out of state standard certified.

Our Human Resources Department actively and constantly seeks candidates through formal and informal activities from job fairs to relationships within networks that are connected to Hutto ISD. HR is committed to and continues to build relationships with local Historically Black Colleges and Universities (HBCUs) and higher education programs that are predominantly Hispanic-serving institutions (HSIs). HR utilizes job postings, district and school websites, social media, friends and family of Hutto ISD community and staff, recruitment fairs, career events, career pathway meetings, and career services events and activities to recruit quality staff. With regard to job postings and district websites, HR collaborates with its Director of Diversity, Equity, and Inclusion to ensure that language is inclusive and attractive to diverse applicants. In addition to the website and a wide range of advertising, Hutto ISD posts vacancies on Community Impact, TASA, TASP, TASBO, Handshake (university/college posting platform), field-specific platforms such as CTE jobs, and related job boards as well as BetterTeam which posts our jobs on Indeed, Adzuna, Facebook, LinkedIn, ZipRecruiter, Monster, Glassdoor and Google. In an attempt to be proactive in our recruitment efforts for bilingual teachers, HR contacts colleges, universities, and Alternative Certification Programs (ACPs) early in the year to seek information on those individuals who are candidates obtaining an ESL supplement and are fluent in another language. Representatives at all of the job fairs will be on the watch for promising bilingual teacher candidates. The Director of Human Capital & our ESL/Bilingual Coordinator collaborate frequently for success in moving this needle forward for the success of our students.

Hutto ISD HR has added new ways to recruit and retain teachers for the 2022-2023 school year. These include a residency program in connection with Texas State University. Hutto ISD had fourteen residents during this school year and signed seven or 50% of the residents. Clinical student teachers were added for the 2022-23 school year. Hutto ISD supported eleven student teachers, signing and retaining six or 50% of the clinical student teachers. HISD had five traditional student teachers and signed three of those for the spring semester of the 2022-23 school year and one for the 2023-24 school year.

Our Mentor/Mentee program continues to support our new teachers for their first two years of teaching. 1st and 2nd-year teachers are supported by a mentor teacher from their campus who is vetted by their campus principal. For the 2022-23 school year, we had 50 year-one mentees, 47 year-two mentees, and 89 mentors. Based on the mid-year mentor/mentee survey, mentees overwhelmingly report how helpful our mentors are. Many stated they would not be where they were without their mentors.

There were twelve members of the Aspiring Leadership Academy (ALA) this school year. Participants participated in seven ALA sessions. Morning consisted of the aspiring leaders shadowing campus assistant principals or specialists and afternoon sessions consisted of learning on a variety of leadership topics. Guest district leaders including our Superintendent, Associate Superintendent of Instruction and Innovation, Assistant Superintendent of HR, and our Chief Financial Officer spoke to the group and presented on their various realms. Afternoons also consisted of topics of discussion and problems of practice as well as a book study. All participants participated in a Risk Taking Opportunity (RTO) activity that was presented to the group as a culminating activity.

Hutto ISD has outlined 8 pathways to becoming a teacher in Hutto ISD and will continue to expand recruitment opportunities.

Staff Quality, Recruitment, and Retention Strengths

Hutto ISD Human Resources continues to expand its focus, particularly in two areas: Human Capital and Diversity, Equity, and Inclusion.

Our Director of Human Capital provides onboarding to all new employees as well as leads our mentoring and residency programs. For the 2023-24 school year, this mentorship program is being redesigned to help mentors provide additional coaching and support to new hires. Our residency program allows final-year college students to receive their last year of classwork on-site as well as teach for an entire school year under the supervision of a cooperating teacher.

Our Director of Diversity, Equity, and Inclusion provides data and support as we work to increase the hiring of more diverse teaching staff and as we work to bring all together in support of Hutto ISD students.

In addition, Hutto ISD HR has created a targeted, intense focus on supporting staff through a holistic approach and working to provide staff support in order that they can meet the needs of the

students in classrooms and outside services.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Hutto ISD struggles to staff all classrooms with diverse certified teachers; this problem is exacerbated due to being a fast-growth district and the continued need to increase staffing each year. **Root Cause:** Fewer teachers from diverse backgrounds are entering the teaching profession and completing alternative certification programs. fewer are entering specialized teaching areas.

Problem Statement 2 (Prioritized): Hutto ISD struggles to help all teachers become successful, particularly those who are in the process of completing certification through a non-traditional route. **Root Cause:** Checks and Balances are not present to provide expectations and follow through concerning certification timelines and checkpoints.

Problem Statement 3 (Prioritized): Hutto ISD struggles to fully staff hard to fill areas. **Root Cause:** Fewer teachers are entering the teaching profession and even fewer are entering specialized teaching areas.

Problem Statement 4 (Prioritized): Hutto ISD worker's compensation injuries increased for the 2022-2023 school year. **Root Cause:** More employees were hurt during interactions with students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hutto ISD has worked to create a system that supports the design, development, implementation, and review of a systematic, ongoing program of curriculum to ensure that every student achieves career, college, and/or military readiness. Hutto ISD curriculum is based on the TEKS. Hutto ISD uses the TEKS resource system and locally created curriculum documents to ensure alignment between the state standards (the written curriculum), instructional planning and delivery (the taught curriculum), and locally and state-created assessments (the tested curriculum). The district's curriculum management plan provides direction for the development, refinement, and evaluation of the written curriculum on a planned cycle. An ongoing cycle of curriculum design, delivery, monitoring, and evaluation ensures continual program improvement and enhanced student achievement. It is the vehicle to achieve the district's mission and vision.

Hutto ISD has structures in place to account for curriculum monitoring and ensure alignment between the written, taught, and tested curriculum. Curriculum alignment principles are reflected in the curriculum guides, instructional resources, professional learning, instructional practices, and student assessments. Hutto ISD practices a curriculum management cycle as a method of continuous improvement. Student performance data, vertical teaming, and TEKS vertical alignment studies are used to develop curriculum resources, enhance instruction, and refine assessments to increase student achievement. Hutto ISD curriculum department provides a Year at Glance document and curriculum pacing guides for every grade level and subject. Teacher committees provide input into curriculum and instruction-related processes and resources.

Curriculum-based documents (including the Scope & Sequence, YAG, and Assessment Blueprints) are maintained by the Curriculum Department of School Support to ensure district assessments match the content and rigor of the curriculum. The annual curriculum review and revision cycle happens each summer when teachers and instructional leaders collaborate to ensure all curriculum is guided by research-based methods, addresses current instructional trends and needs, is aligned to state standards, and includes quality professional learning that addresses needed changes in instructional practices. During this process, assessments and curriculum documents are reviewed and updated through a backward design process. Curriculum documents and assessments are used during PLCs and when teams meet for instructional planning.

The district's assessment system uses screeners designed to identify students who need additional support. Curriculum-based assessments help teachers judge the effectiveness of instructional strategies, and to gauge alignment of curriculum and instruction. Assessment design and alignment to TEKS are reviewed annually with teachers to gather input and make revisions if necessary. Benchmarks in grades 6-10 are STAAR Interim assessments and are aligned to state standards and rigor levels. The assessment calendar, assessment blueprints, data protocols, and instructions for how to run data reports are documented in the Hutto ISD Assessment and Data-Driven Practices Playbook. All campuses are expected to implement assessment procedures and DDI protocols outlined in the manual.

Campus-based observation and feedback loops and T-TESS walk-throughs help administrators and central office leaders understand how curriculum and instruction are being implemented and provide feedback to ensure teaching is done with fidelity and rigor. In professional learning communities (PLCs) teachers and administrators collaborate to unpack the TEKS, review assessment data, examine student work samples, and create action plans. Professional learning within the district emphasizes alignment between the written, taught, and tested curriculum. Clear expectations, coherence, and well-articulated curriculum frameworks create engagement and clarity.

Curriculum, Instruction, and Assessment Strengths

Hutto ISD has a formal process for adopting high-quality instructional materials that includes convening a panel of teachers to review the resources for scope, alignment to TEKS, ease of use, differentiation capacity, and level of cultural responsiveness. For supplemental instructional resources, Hutto ISD relies on a variety of stakeholder groups to inform decision-making about instructional resource purchases.

The district will debut a Common Instructional Framework in the 23-24 school year that outlines expectations for assessment and data-driven instruction, personalization of learning, the development of student agency, the level of rigor, and the development of relationships. Prioritizing relationships and assessments aligned to data-driven instruction with personalized learning and opportunities for students to take ownership of their learning through data tracking will work to reinforce student engagement at high levels of rigor.

Opportunities for improvement include refinement of the district's curriculum management plan to ensure that the written, taught, and tested curriculum is articulated for all foundational core subjects and electives. A framework to calendar the monitoring and review of curriculum documents and resources for existing and planned new courses would ensure that we are keeping up with growth and taking adequate steps to prepare new and novice teachers to be successful in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Assessment data and observation and feedback loop data indicates that instruction in the classroom is not consistently aligned with rigor levels of TEKS and STAAR. **Root Cause:** Lack of consistent PLC structures for unpacking TEKS, engaging in backwards design protocols for instructional planning, and inconsistent use of high quality instructional materials.

Problem Statement 2 (Prioritized): The district has not had a consistent implementation of data analysis meetings, progress monitoring, or student action plans since the pandemic. **Root Cause:** Teacher and staff turnover post-pandemic has made alignment more challenging.

Parent and Community Engagement

Parent and Community Engagement Summary

Hutto ISD believes parents and guardians are vital partners in the success of our students. In an effort to best support this mission, every campus developed a comprehensive Campus Parent Engagement playbook that is used as the yearly road map for campus parent engagement. The playbook identifies areas of greatest need and areas of focus for each campus. The campus teams detail the parent engagement activities and programs to increase participation, involvement, and engagement from families and the community.

In addition, Hutto ISD offers several parent classes and programs throughout the year both hosted by Parent Engagement Specialists and campus staff on various topics, including but not limited to: safety, literacy, military connectedness, and more. Parents are encouraged to attend Meet the Teacher Night, and Parent/Teacher conferences and participate on campus and district-level committees. Additionally, Parent communication is offered in various languages. The district uses Language Line software to translate communication between speakers of other languages besides Spanish and school personnel at a moment's notice.

As a district, we continuously review parent satisfaction data from each campus. Multiple surveys are sent out throughout the year and survey QR codes are posted outside each campus in both English and Spanish to encourage feedback from our parents and families.

At the district level, the Parent and Family Engagement team aims at bridging parents and our school community in every aspect of the educational process. The team is actively involved in several campus initiatives like Camino al Exito, Reading Ready Bus Tour, and Reading Buddies and several other parent programs and events like PTA, Back to School Rally, and Title I campus meetings. The team works alongside campus teams to conduct home visits when necessary to help meet the academic needs of our students. Along with supporting the parent engagement initiatives, the team leads the volunteer program which promotes strong partnerships and involvement.

22-23 Volunteer hours for the year:

Campus Name	Total Volunteers	Volunteer Hours
Benjamin 'Doc' Kerley Elem.	292	2725:16:00
Cottonwood Creek Elem.	288	2157:24:00
Farley Middle	159	380:37:00
Howard Norman Elem.	203	1027:40:00
Hutto 9th Grade Center	165	238:57:00
Hutto Elem.	351	3160:44:00
Hutto High School	272	15:30:00
Hutto Middle	255	259:28:00
Nadine Johnson Elem.	225	2211:51:00
Ray Elem.	193	2063:05:00
River Horse Academy	3	
Veterans' Hill Elem.	228	1690:34:00
TOTAL	2634	15931:06:00

Communications & Community Engagement

- Hutto ISD launched a new communications system, ParentSquare in August of 2022.
- We have a very active parent community when it comes to utilizing the ParentSquare communications system and social media. The system provides analytics that guide us as to how our community likes to receive information by setting their own language and notification preferences and what they do with that information (engagement). The system also, for the first time, gives teachers and administrators a unified platform in which to communicate with their parents and students.
- We see in our data from ParentSquare that 48% of our parents are engaging in communication. With the standard parent contact of two people, that means a potential of 95% of parents are actively engaging in communication.
- We have received feedback that ParentSquare has greatly improved communication between parents and teachers. Staff also says it has made their job easier to communicate with parents.

Feature Usage:

54,064 - Auto Notices

269,855 - Direct Messages | 25,131 Threads

57 - Forms / Permission Slips

0 - Payment Items | 0 Posts

13 - Polls

82 - Posts Shared on Social

19 - Smart Alerts

507 - Calendar Events | 31 RSVP Requested

2,138 - Files Shared | 1,662 Posts

33,236 - Items Requested | 248 Posts

11,818 - Photos / Videos Shared | 2,498 Albums

17,418 - Posts

0 - Secure Documents

15,769 - Volunteers Requested | 852 Posts

* All values are totaled starting from August 01, 2022, to May 9, 2023

Regarding translation services, 7% of our ParentSquare users have selected Spanish. 93% receive communication in English. The communications team uses a district translator to manually translate all district emails to ensure the Spanish translation is correct.

Parent and Community Engagement Strengths

Strengths

Our district PFE Team works to connect parents/caregivers to resources, information, and services to aid their families and promote student success.

The individuals on our team collaborate effectively with each other and with each campus, which is evident in campus leadership. Each campus is aware of our team's availability and willingness to support and promote a positive learning environment to ensure the success of all students in Hutto ISD.

The communications team sends out monthly newsletters in English and Spanish via email, distributes 250 printed copies to businesses from September to May, and sends out an annual District Magazine in English and Spanish. CCES is a dual language school, so access to translation services is high. More accommodating. Announcements are in Spanish and English. It is the

culture of the campus to do that. Evidence is that students who are not in Dual Language are learning because there are so many ways Spanish is integrated into campus activities. Not all front office staff are equipped with translators. Opportunity to provide Spanish training, teaching free classes, and stipends for front office staff to be dual language. Rosetta Stone is provided free to employees who want to learn Spanish for free.

Suggested Action Steps

1. Develop best practices for communication among parents on ParentSquare - how often should teachers at the elementary school level and teachers at the secondary level communicate? Keep it as similar as possible. At CCES, for example, teachers call and give you positive feedback about your child. They set up a meeting. What about incorporating one positive interaction?
2. Create ParentSquare training opportunities for parents and staff.
3. Offer free Spanish classes and a stipend for Spanish-speaking receptionists. We provide Rosetta Stone for free to parents, why not staff who wish to learn?
4. Push engagement opportunities at the secondary level.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): District communication with parents who speak other languages is sometimes a barrier. **Root Cause:** District has a limited number of staff members that can translate for parents. We currently only have 1 translation device that may be used to translate. Training for parents on how to access the language translator tools on various devices or district software programs. Some parents are not aware of the full functionality of Parent Square and the capability of having posts translated

Problem Statement 2 (Prioritized): Volunteer opportunities for parents to be involved in schools are not readily available. **Root Cause:** Expectations and support for this area (volunteering) have not been prioritized by the campus.

Problem Statement 3: Limited teacher personal communication with parents regarding student progress. **Root Cause:** District and campus expectations have not been established consistently regarding the communication and communication mode for connecting with parents and sharing student information. More personalized communication such as phone calls and personalized emails or in person conferences are not being prioritized. While Parent Square is helpful and informative, direct communication is essential.

Problem Statement 4: Engagement in person and via email falls off as the student gets older. **Root Cause:** It's possible that secondary staff aren't aware of how often elementary staff are communicating or hosting events.

Problem Statement 5 (Prioritized): Much effort is put into translation services for external communication; however, not all campuses have bilingual receptionists in the front office. **Root Cause:** It's more difficult to host events at a middle school due to space - lunch rooms are overcrowded.

Problem Statement 6 (Prioritized): Teachers and parents may not know how to use ParentSquare as effectively as others. **Root Cause:** Training isn't held on a consistent basis for ParentSquare.

District Context and Organization

District Context and Organization Summary

School Construction

Fast growth district, the barriers, challenges, and opportunities. How are we addressing those? How does this impact our school building, safety, and traffic flow?

The district recently passed a \$522 Billion dollar Bond Program to address growth and safety over the next five years.

- DEFERRED MAINTENANCE - The district has an updated Master Facilities Plan and maintains an Equipment Replacement Plan (buses, white fleet, etc.); Technology maintains an equipment replacement plan.
 - With Bond 23, a redeveloped deferred maintenance plan needs to be instituted - based on the Master Facilities Plan to address: ROOFING, MEP (HVAC, WATER HEATERS, KITCHEN EQUIPMENT, LIGHTING RETROFITS, ENERGY MANAGEMENT INITIATIVES (i.e. water signal technology, electrical cost avoidance)
- The district has an updated Feasibility Study...continue capturing accurate data from demographic reporting so we can stay on top of utilization capacity concerns; rezoning & leveling; portable building planning; and successful delivery of new school spaces to address growth.
- The district conducted a Long Range Master Facilities Planning process with stakeholder input...continue Bond and Capital Improvement Oversight Committee function.
- The district is required to have ED SPECS prior to the start of new facility design and construction (this work is to be done in summer 2023...approval in early Fall)
- There are numerous, unfunded mandates in SAFETY resulting from Legislative Action including panic devices, fencing, ballistic glass...hardening of facilities...that need attention. Some of these can be addressed through new bond projects as we go...we need to work with our safety team and technology, along with the Facilities teams to identify all bond savings from the 2019 Bond for possible retrofit projects.
- Our standards for traffic flow going forward are to use the Kerley Elementary on-site parking and traffic distribution to enable the district to more properly receive, stack-n-pak, and prevent off-site r.o.w. Traffic congestion when loading and unloading campuses. The Facilities team will work closely with our civil engineers and authorities having jurisdiction to ensure better accessibility and traffic planning is contemplated.
- Continue working with the City, County, and TxDOT on school development and regional r.o.w. planning.

Finance

Budget Alignment and Trade-Offs Once you've received your budget allocations, we will need to make difficult decisions regarding how to utilize limited resources in ways that support your prioritized activities and programs.

Safety

Hutto ISD utilizes the "I Love You Guys" standard response protocols to include reunification, evacuation, reverse evacuation, lockdown drills, weather drills, and fire drills. Hutto ISD has secure door systems; restricts visitor access; uses the Raptor System to run criminal background checks for access; issues card access to authorized staff; issues card access to secondary students; has security cameras; has a comprehensive communications plan to include radios and other mechanical systems to support safety comms. Routinely coordinates with WILCO OEM, the City of Hutto OEM, along with regional first responders as part of emergency response and preparedness.

Hutto ISD is a fast-growing district and will likely surpass 10,000 in enrollment during Fiscal 23-24. Hutto ISD will surpass 18,000 students in the next 10 years. In addition to our fast growth, the City of Hutto and East Williamson County are experiencing rapid growth in housing, business, and industrial development. As with Hutto ISD wherein providing suitable instructional facilities has been a challenge supported broadly by community support through bond elections and bond programs, our local municipality and county systems are challenged in keeping up with infrastructure and utility improvements.

District Context and Organization Strengths

- Hutto ISD developed a solid Strategic Plan in 2018 known as SP 2025 and has successfully delivered bond and capital improvement projects stemming from bond authorizations approved by voters in 2008 and 2019. The latter is in the final phases of execution as the district is currently completing construction of Gus Almquist Middle School (opens August 24) and HHS Modernization's Phase 1 and Phase 2 (to be completed July 24).
- In support of Bond and Capital Improvement, the district has a comprehensive bond delivery system supported by a variety of processes that includes district operations officials, business office officials working in partnership with the district's executive team, bond oversight committee, and Board of Trustees.
- The district has design standardizations and is in the process of developing Educational Specifications to support the May 23 Bond.
- The district has a well-oiled procurement process to includes a comprehensive RFQ and RFP process to secure quality design/engineering firms and contractors.
- The district has good relationships with authorities having jurisdictions and regularly engages with the City of Hutto administration, Public Works, City Engineers, public safety officials, county officials, as well as state regulatory officials.
- The district regularly engages with a variety of feedback loops to include the Chamber of Commerce, area businesses, and community leaders and has a design process in place to ensure stakeholder input that involves students, parents, community members, faculty, and administration.
- The district recently had a positive outcome with its May 2023 Bond Election which garnered wide support with an average of 60% approval for all three propositions. With this bond authorization, Hutto ISD has the resources to address growth over the next five years.
- The district has a comprehensive Emergency Operations Plan. In partnership with Hutto ISD PD, operations officials – including the District's Emergency Operations Supervisor and Campus Safety – Health Service officials, and Crisis Counseling, Hutto ISD utilizes the National Incident Management System/Incident Command Systems as the backbone of our preparedness/mitigation/response/recovery processes. In addition, the district is well-versed in drills and safety preparedness. Hutto ISD has trauma response protocols in place to include preventative measures to identify and address THREAT ASSESSMENTS.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: (School Construction, Finance, Safety): With the passage of the May 23 bond, the district will undertake a new round of capital improvement projects that will require a continuation of best practices to ensure successful delivery.

Problem Statement 2: The Texas Legislature has issued new safety mandates that will require district response, compliance, and coordination.

Problem Statement 3: With the opening of Gus Almquist MS, and in support of future schools coming on line, the district will need to revisit its Attendance Zone Leveling plan and begin the rezoning process.

Technology

Technology Summary

Hutto ISD has a robust technology environment that includes end-user technology, back-end and supporting technology, systems, and other technology. The use of technology in the district serves many purposes from business and data systems to classroom and student use technology. When used in the classroom, a focus should always be made on the purposeful use of technology so that teachers are using technology to benefit students and not just for the sake of using technology.

As a high-growth district, the technology environment continues to grow in the number of devices and complexity as the district grows. The Technology Department has grown some, but a focus on working smarter by automating processes and standardization of equipment has allowed the Technology Department to continue to provide high-quality service and to be efficient. A focus on customer service and reliability has led to the District overall having a positive view of the Technology Department.

Technology Strengths

- Standardization in equipment and processes
- Focus in 2023 on cybersecurity to get the District to a better level
- Customer service focus
- Automation and leveraging tools for efficiency
- Good support from District leadership

Problem Statements Identifying Technology Needs

Problem Statement 1: Challenges in providing PD options to teachers: In the past few years especially, teachers are very busy and often overwhelmed. It is difficult for them to take a lot of time to learn about ed tech tools. **Root Cause:** Increased demands on teachers leading to time constraints.

Problem Statement 2: Need to continue to improve and implement cybersecurity processes in the 2023-2024 school year to get to the level we are aiming for: While we have made progress in the past several months, we need to continue implementing cybersecurity processes and components. **Root Cause:** Increased targeting of K12 school districts by malicious cyber actors.

Problem Statement 3 (Prioritized): District growth increasing needs for technology resources: Continued District growth increases demands for equipment, access, resources, and support. **Root Cause:** Continued growth in student and staff counts

Priority Problem Statements

Problem Statement 1: Classroom instruction is not delivered at grade level.

Root Cause 1: Students are performing below grade level. Teachers are going back multiple grade levels during Tier 1 instruction time to fill gaps and not reaching grade level instruction.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: While student performance is increasing in reading and math at the approaches and meets level, student performance at the mastery level has declined for many grade levels.

Root Cause 2: As a result of learning loss associated with the pandemic, students are not consistently engaging in productive struggle grade-level tasks at high levels of rigor.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Instructional strategies that promote analysis, discussion, and critical thinking are not pre-planned and internalized during PLC.

Root Cause 3: The HHS master schedule requires teachers to PLC once a week and 75% of that time focuses on an agenda and schedule of the week.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Hutto ISD struggles to staff all classrooms with diverse certified teachers; this problem is exacerbated due to being a fast-growth district and the continued need to increase staffing each year.

Root Cause 4: Fewer teachers from diverse backgrounds are entering the teaching profession and completing alternative certification programs. fewer are entering specialized teaching areas.

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

Problem Statement 5: Hutto ISD struggles to help all teachers become successful, particularly those who are in the process of completing certification through a non-traditional route.

Root Cause 5: Checks and Balances are not present to provide expectations and follow through concerning certification timelines and checkpoints.

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

Problem Statement 6: Hutto ISD struggles to fully staff hard to fill areas.

Root Cause 6: Fewer teachers are entering the teaching profession and even fewer are entering specialized teaching areas.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Hutto ISD worker's compensation injuries increased for the 2022-2023 school year.

Root Cause 7: More employees were hurt during interactions with students.

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Assessment data and observation and feedback loop data indicates that instruction in the classroom is not consistently aligned with rigor levels of TEKS and STAAR.

Root Cause 8: Lack of consistent PLC structures for unpacking TEKS, engaging in backwards design protocols for instructional planning, and inconsistent use of high quality instructional materials.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: The district has not had a consistent implementation of data analysis meetings, progress monitoring, or student action plans since the pandemic.

Root Cause 9: Teacher and staff turnover post-pandemic has made alignment more challenging.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: District communication with parents who speak other languages is sometimes a barrier.

Root Cause 10: District has a limited number of staff members that can translate for parents. We currently only have 1 translation device that may be used to translate. Training for parents on how to access the language translator tools on various devices or district software programs. Some parents are not aware of the full functionality of Parent Square and the capability of having posts translated

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Volunteer opportunities for parents to be involved in schools are not readily available.

Root Cause 11: Expectations and support for this area (volunteering) have not been prioritized by the campus.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Much effort is put into translation services for external communication; however, not all campuses have bilingual receptionists in the front office.

Root Cause 12: It's more difficult to host events at a middle school due to space - lunch rooms are overcrowded.

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Teachers and parents may not know how to use ParentSquare as effectively as others.

Root Cause 13: Training isn't held on a consistent basis for ParentSquare.

Problem Statement 13 Areas: Parent and Community Engagement

Problem Statement 14: District growth increasing needs for technology resources: Continued District growth increases demands for equipment, access, resources, and support.

Root Cause 14: Continued growth in student and staff counts

Problem Statement 14 Areas: Technology

Problem Statement 15: There is a high need for mental health services for staff in our district which has affected their efficiency and effectiveness as a professional.

Root Cause 15: On-going impact of the pandemic on children and adults.

Problem Statement 15 Areas: District Culture and Climate

Problem Statement 16: There is a discrepancy between staff perception and student perception of connectedness and belonging at school.

Root Cause 16: Staff is focused on content rather than social and emotional needs of students.

Problem Statement 16 Areas: District Culture and Climate

Problem Statement 17: Over 10 point discrepancy between parents, staff and students feeling safe at school.

Root Cause 17: Relationships have not been built to help students feel safe at school. How is the question about safety being interpreted by all three groups?

Problem Statement 17 Areas: District Culture and Climate

Problem Statement 18: In Gifted and Talented, there is an over representation of White students and an under representation of Black students and Hispanic students.

Root Cause 18: If GT students are referred by parents/guardians, maybe there is a lack of communication about GT options to all parents, including those who are Black and/or Hispanic Perhaps the COGAT in Spanish could be disseminated more widely.

Problem Statement 18 Areas: Demographics

Problem Statement 19: Almost half the student population is identified as at-risk (48.3%). Within this percentage, over 55% identify as Hispanic.

Root Cause 19: Since an at-risk category is students who are identified as having limited English proficiency, this could be overidentifying Hispanic students who are actually at risk.

Problem Statement 19 Areas: Demographics

Problem Statement 20: For teaching staff, there is an over representation of White teachers and an under representation of other ethnicities.

Root Cause 20: For recruitment, we can create partnerships with colleges to locate more diverse teachers. Applicants are not seeing that the district welcomes diverse staff by way of artifacts on our website or even in job descriptions. There is a perception that Hutto ISD is a small town, White, conservative.

Problem Statement 20 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data







Goals

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

Performance Objective 1: Teacher-led Professional Learning Communities (PLC) will improve in effectiveness as demonstrated by the campus ratings of 4 in the area of action planning and follow-through on the PLC Rating Rubric.

Evaluation Data Sources: Data-driven instruction and analysis protocols

2022 - 2023 PLC scores for Action Planning and Follow Through average per campus was 2.71. Our goal for 2023 -2024 is an average score of 4.

Strategy 1 Details	Reviews			
<p>Strategy 1: Using data-driven protocols from the Assessment and DDI Playbook, we will support teachers and administrators in data-driven discussions and action planning that focus on improving instruction and student engagement.</p> <p>Strategy's Expected Result/Impact: Campuses will use data driven protocols to engage in collective inquiry, improve teacher practice, and improve student performance.</p> <p>Staff Responsible for Monitoring: Executive Director of School Support</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Hold monthly professional development sessions for principals, assistant principals, and instructional coaches focused on culture, data-driven instruction, and modeling data-driven practices that can be implemented during campus PLCs.</p> <p>Strategy's Expected Result/Impact: Campuses will use data-driven protocols to engage in collective inquiry, improve teacher practice, and improve student performance.</p> <p>Staff Responsible for Monitoring: Executive Director, Director of Curriculum and Instruction, Director of Student Affairs</p>	Formative			Summative
	Nov	Jan	Apr	June
				
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Performance Objective 1 Problem Statements:

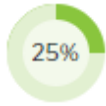





Curriculum, Instruction, and Assessment

Problem Statement 1: Assessment data and observation and feedback loop data indicates that instruction in the classroom is not consistently aligned with rigor levels of TEKS and STAAR. **Root Cause:** Lack of consistent PLC structures for unpacking TEKS, engaging in backwards design protocols for instructional planning, and inconsistent use of high quality instructional materials.

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

Performance Objective 2: Align Hutto ISD GT program services and implementation with the Texas Education Agency Gifted and Talented (GT) Program implementation rubric to improve curriculum alignment, family engagement, and professional learning.



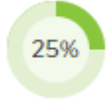
Evaluation Data Sources: GT Committee Stakeholder feedback and review of TEA GT Rubric in the Texas State Plan for the Education of Gifted Students indicated that improvement is needed in the areas of communicating with families about GT programming and opportunities, strengthening secondary GT program services, and expanding professional development opportunities to educators.





Strategy 1 Details	Reviews			
<p>Strategy 1: Create a schedule of curriculum upgrades and professional learning for GT programming to ensure increased rigor and student engagement.</p> <p>Strategy's Expected Result/Impact: In 2023, 64% of respondents indicated that their school adequately challenges advanced students and 69% indicated the school sets high expectations for student achievement. Goal: Increase to 70% and 75%</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase GT family engagement through family nights, ParentSquare newsletters, and communication about enrichment activities.</p> <p>Strategy's Expected Result/Impact: Increased satisfaction on parent engagement surveys. Increased visibility of GT services at all campuses.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction, Coordinator of Advanced Academics</p>	Formative			Summative
	Nov	Jan	Apr	June
				
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Goal 1: Engage all students through innovative and collaborative instruction and curriculum.

Performance Objective 3: Provide innovative programming and experiences to students in grades PK-12 to improve student engagement as measured by annual student results on the Panorama climate survey.

Evaluation Data Sources: In 2023, 74% of students reported schools offered quality co-curricular experiences and 97% said schools offer quality extra-curricular activities for students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue blended learning initiative at original pilot campuses RHA (all subjects), FMS and HMS (math at all grade levels), and grades 5 at VHES and HNES, expand blended learning capacity through professional development of instructional coaches .</p> <p>Strategy's Expected Result/Impact: Classroom observations will reveal the use of blended learning in all pilot classes; Personalized learning experiences for students will improve student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction, Blended Learning Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and support for campus and school support staff so there is a clear understanding of what purposeful technology use is and what it looks like in the classroom.</p> <p>Strategy's Expected Result/Impact: 100% of campus leaders, Curriculum & Instruction specialists, and Library Digital Media Specialists are able to identify examples and non-examples of purposeful use and understand how to provide feedback to teachers by the end of the 23-24 school year.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction, Instructional Technology Coordinator</p> <p>Funding Sources: TCEA and ISTE memberships, Level 1 and II Google Certification vouchers. - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a 3rd-5th grade keyboarding screener with set WPM & Accuracy benchmarks.</p> <p>Strategy's Expected Result/Impact: 100% of elementary campuses will participate in the keyboarding screener beginning of the year, middle of the year, and end of the year.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
				






Strategy 4 Details	Reviews			
<p>Strategy 4: Build a competitive Esports team(s) at the secondary level and represent their home campus in the national High School Esports League.</p> <p>Strategy's Expected Result/Impact: System in place for recruiting/retaining students and participation in the Fall and Spring for High School Esports League's seasons.</p> <p>Staff Responsible for Monitoring: Coordinator of Instructional Technology</p> <p>Funding Sources: Application Fees for UIL Competition - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide mentor support for all Hutto ISD Virtual academy students to ensure academic success and build students' self-advocacy.</p> <p>Strategy's Expected Result/Impact: 100% of students will have consistently met with their mentor teacher and receive individualized support.</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide innovative opportunities for elementary and secondary students to experience live music opportunities including a variety of musical styles and genres.</p> <p>Strategy's Expected Result/Impact: Students at the 3rd, 4th, 5th and 6-8th grade levels will have the opportunity to experience live music either through field trips or on campus performances.</p> <p>Staff Responsible for Monitoring: Fine Arts Director</p> <p>Funding Sources: transportation, volunteers, fee costs - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Define the vision of the High School Orchestra program & provide resources needed for curriculum development and program success.</p> <p>Strategy's Expected Result/Impact: Utilization of the new orchestra space and new curriculum that allows for an effective practice time & space.</p> <p>Staff Responsible for Monitoring: Fine Arts Director</p> <p>Funding Sources: New Instruments - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 8 Details	Reviews			
<p>Strategy 8: Establish the library as a centralized hub to support teacher's utilization of traditional and digital instructional resources.</p> <p>Strategy's Expected Result/Impact: The librarians will regularly share via staff meetings and campus newsletters how they can support teachers with the implementation of traditional library and instructional technology resources (curriculum applications, digital tools, classroom devices, etc.).</p> <p>Staff Responsible for Monitoring: Instructional Technology Coordinator, District Lead Librarian, and Director of Technology and Digital Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
				
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Goal 1: Engage all students through innovative and collaborative instruction and curriculum.

Performance Objective 4: Continue implementation of the Additional Day School Year (ADSY) summer program by operating a 180-day instructional calendar at ADSY campus in order to prevent summer learning loss with a goal of 75% of students that attend maintain or increase their reading and math levels.


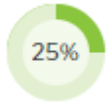




Evaluation Data Sources: Student achievement data and impact reports

Strategy 1 Details	Reviews			
Strategy 1: Review and revise Strong Summer program (ADSY) for students in need of more instructional time. Strategy's Expected Result/Impact: Decline in summer regression of academic performance. Staff Responsible for Monitoring: Director of Student Affairs	Formative			Summative
	Nov	Jan	Apr	June
	 40%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: Every two years, the Local Education Agency (LEA) must evaluate the effectiveness of the LEA's decision-making policies, procedures, and staff development activities related to the LEA and campus decision-making to ensure that they are effectively structured to positively impact student achievement. [TEC 11.252(d)]







Evaluation Data Sources: Internal Stakeholder surveys
Review of DAC and CACs

Strategy 1 Details	Reviews			
<p>Strategy 1: Review the Campus Advisory Committee (CAC) make up and decision making on every campus for compliance with BQB (Local) along with set calendar of meeting dates.</p> <p>Strategy's Expected Result/Impact: Each campus will have complied with the BQB (Local) and reviewed the professional development plans to impact student achievement.</p> <p>Staff Responsible for Monitoring: Executive Director of School Support</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Review the District Advisory Committee (DAC) make up and decision making for compliance with BQA (Local) along with set calendar of meeting dates.</p> <p>Strategy's Expected Result/Impact: The district will have complied with the BQA (Local) and reviewed the professional development plans to impact student achievement.</p> <p>Staff Responsible for Monitoring: Associate Superintendent</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 6: Hutto ISD aims to provide innovative, well-rounded educational opportunities for students by offering a variety of supplemental enrichment courses as part of the summer program by July 2024.

Evaluation Data Sources: Student attendance data,
Program survey results (Students/Parents/Staff)


Strategy 1 Details	Reviews			
<p>Strategy 1: Promote a diverse set of learning experiences that engages students across a variety of courses, activities, and programs in subjects such as English, reading/language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, and physical education.</p> <p>Strategy's Expected Result/Impact: In Hutto ISD, at least 75 % of students in the supplemental enrichment courses will rate their experiences as satisfactory, and daily average attendance will be at least 80% by the end of the summer program, July 2024.</p> <p>Staff Responsible for Monitoring: Director of Student Affairs, Director of Federal, State, and Special Programs</p> <p>Funding Sources: Enrichment Teachers for Summer Program/Extra Duty/Payroll - Title IV - (6100) Payroll Costs - 289 E 11 6117 87 935 0 30 000 - \$8,000, Well Rounded, Diverse Student program/Activities/Contracted Service - Title IV - (6200) Contracted Services - 289 E 11 6299 87 935 0 30 000 - \$7,021, Summer Technology Program / Materials/ Resources (technology focus) - Title IV - (6300) Supplies and Materials - 289 E 11 6399 00 935 0 30 000 - \$2,000</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and meet with potential student drop-outs and their families to provide services and support in their return to schools [TEC 11.252 (a)(3)(C)]</p> <p>Strategy's Expected Result/Impact: Decrease drop-out rate from 1.1% (28 students) for the class of 2021 to .6% (17 students) for the class of 2024. Increase the 4-year Graduation Rate from 94% (class of 2021) to 96% by the class of 2024.</p> <p>Staff Responsible for Monitoring: Director of State, Federal, and Special Programs, Executive Director of School Support</p> <p>Funding Sources: Lead Parent Support - ESSER III - (6100) Payroll Costs - \$30,000, Lead Parent Support - 199 Local Funds - \$30,000</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






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


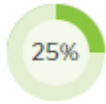


Performance Objective 1: 100% of high school graduates will achieve a College, Career and Military (CCMR) Readiness indicator by June of 2024.







HB3 Goal

Evaluation Data Sources: CCMR (c/o 2023 is projected at 67% CCMR)
 The target for all student groups is 88% which we project to meet with the class of 2024.
 Class of 2022 % CCMR (projection until final accountability is released)
 All Students - 77%
 African American - 79%
 Asian - 100%
 Hispanic - 71%
 White - 85%
 2 or More - 74%
 SPED - 75%
 Former SPED - 100%
 EB - 59%
 Eco Dis - 71%
 Continuously Enrolled - 82%
 Non-Continuously Enrolled - 61%

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the SchoolLinks software in grades 6-12 to assist students in college and career exploration and train special education staff to use the results in transition planning. [TEC 11.252(3)(G)]</p> <p>Strategy's Expected Result/Impact: Increased awareness of high school pathways and career opportunities. 100% of 8th graders will have accessed career exploration by May 2024.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS School Counseling Coordinator School Counselors Transition Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Train and support high school staff on the use of allowable accommodation software for the Texas Success Initiative (TSI) Tests.</p> <p>Strategy's Expected Result/Impact: 100% of students who are eligible will receive accommodations on TSI Tests.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p> <p>Funding Sources: Kurzweil Accommodation Software - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase awareness and knowledge of special CCMR offerings and CTE Programs for students and parents through increased branding, communication outreach efforts, and an Innovative Program Fair for freshman and sophomores and their families.</p> <p>Strategy's Expected Result/Impact: Increasing the number of sophomores with a CCMR Pathway Plan</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS, Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide middle school 8th graders an opportunity to explore Career & Technical Education (CTE) courses that provide early exposure to career options and course materials. [ESSA P.L. 114-95 Section 1112(b)(10)]</p> <p>Strategy's Expected Result/Impact: Increase awareness and enrollment in CTE programs</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Expand new Career & Technical Education (CTE) Advisory Council process to improve alignment between instruction, curriculum, and industry standards.</p> <p>Strategy's Expected Result/Impact: Advisory councils currently exist for agricultural science, hospitality, health science, engineering/robotics, and automotive programs; expand to the digital media, law enforcement, and teaching & training.</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Increase the overall passing rate of Career and Technical Education certifications with an emphasis on our special populations (special education).</p> <p>Strategy's Expected Result/Impact: The number of special education students passing an industry based certification exam will increase from 16% to 25%.</p> <p>Staff Responsible for Monitoring: Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Identify and meet with potential student drop-outs and their families to provide services and support in their return to schools [TEC 11.252 (a)(3)(C)]</p> <p>Strategy's Expected Result/Impact: Decrease drop-out rate from 1.1% (28 students) for the class of 2021 to .7% (19 students) for the class of 2023. Increase the 4-year Graduation Rate from 94% (class of 2021) to 95% by the class of 2024.</p> <p>Staff Responsible for Monitoring: Director of State, Federal, and Special Programs, Director of Student Services</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Ensure that high school counselors have at least one face-to-face post-secondary planning meeting with every high school student and invite parents/guardians to attend before the spring of a student's senior year. Develop plans to allow 8th grade students and their parents an opportunity to discuss career pathway options in high school while students are selecting their 9th grade courses.</p> <p>Strategy's Expected Result/Impact: Increased graduation rates, CCMR rates, and post-secondary readiness.</p> <p>Staff Responsible for Monitoring: Coordinator of Counseling, Director of Student Services & PEIMS</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Identify students who qualify under the McKinney-Vento Act and ensure support and in such areas as transportation, attendance, records, and special services.</p> <p>Strategy's Expected Result/Impact: Improved identification, recruitment, and service coordination for homeless students.</p> <p>Staff Responsible for Monitoring: Director of Student Services and PEIMS Student Services Team PEIMS Coordinator McKinney-Vento Registration Clerk</p> <p>Funding Sources: Homeless Students Supplies - Title I, Part A - (6300) Supplies and Materials - 211 E 11 6399 00 935 0 30 000 - \$1,150</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Collaborate with River Horse Academy and high school staff to create alternative learning opportunities for students to be successful and progress toward graduation requirements.</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, Chief Financial Officer, River Horse Academy Administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 11 Details	Reviews			
<p>Strategy 11: Collaborate with DAEP, and middle and high school staff to create an alternative disciplinary learning environment for students to be successful and then to transition back to their home campus.</p> <p>Strategy's Expected Result/Impact: Students will continue to show progress academically while placed in DAEP.</p> <p>Staff Responsible for Monitoring: Director of Student Affairs, Principals, Counselors</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Focus on college and career ready initiatives from PK-12. In an effort to support underrepresented student groups in preparing for the college application process, counselors will collaborate with the College and Career Advisor to plan year-by-year tasks that will improve their opportunity to be accepted to and fund college. [TEC 11.252(c)(4)(A-D)]</p> <p>Strategy's Expected Result/Impact: Increased college admittance for underrepresented student groups</p> <p>Staff Responsible for Monitoring: Director of Student Services and PEIMS (Public Education Information Management System) College/Career Prep leads/advisors Director of Diversity, Equity, & Inclusion</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: The percentage of 3rd-grade students that will make grade-level standards or above on the STAAR Reading test will increase from 53% in 2023 to 70% in June 2024.


The percentage of 5th and 8th-grade students that will make grade-level standards or above on the STAAR reading assessment will increase by June of 2024. 5th grade will increase from 55% in 2023 to 70% in 2024 and 8th Grade will increase from 56% in 2023 to 70%.


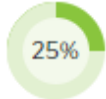


The percentage of 11th-grade students achieving college readiness in math by the end of their Junior year will increase from 43% to 70% by 2024.







HB3 Goal

Evaluation Data Sources: 3rd Grade 2023 Reading Scores by Student Group

- Black - 43%
- Asian - 69%
- Hispanic - 50%
- White - 59%
- SPED - 17%
- EB - 41%
- GT - 89%
- Eco Dis - 41%

Strategy 1 Details	Reviews			
<p>Strategy 1: Support implementation of literacy instruction in grades K-5 through the use of the district literacy plan, common instructional framework, high-quality instructional materials, engaging professional learning, student goal setting, and stakeholder engagement. [See Literacy Plan in Addendum]</p> <p>Strategy's Expected Result/Impact: 70% of students will meet grade level or above on reading assessments.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p> <p>Funding Sources: Star 360 Reading/Math Screener Software, Freckle ELA and Math - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
	 <p>25%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the use of the NWEA MAP as a way of tracking secondary student progress towards meeting the grade level standard in grades 6-9 math and reading and communicate progress to parents.</p> <p>Strategy's Expected Result/Impact: Increase from BOY baseline to EOY results, and parent communication of results after the BOY, MOY, and EOY screener assessments.</p> <p>Staff Responsible for Monitoring: Assessment and Accountability Coordinator, Director of Curriculum and Instruction, Executive Director of School Support, Principals</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Expand the use of the PSAT and SAT to track student progress towards college readiness in 10th and 11th grades in Reading and Math and communicate to parents.</p> <p>Strategy's Expected Result/Impact: Teachers will use Decision Ed to track whether students are making progress towards College Readiness; data will be ready for Board review in early Winter (PSAT) and Spring (SAT).</p> <p>Staff Responsible for Monitoring: Assessment and Accountability Coordinator Director of Student Services and PEIMS</p> <p>Funding Sources: PSAT for all 10th grade students - 199 Local Funds, SAT for all 11th grade students - 199 Local Funds, SAT Proctoring - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Support the Read 180 intervention program in grades 6-9th grades. [TEC 11.253, TEC 11.252(c)(3)(H) & TEC 29.081]</p> <p>Strategy's Expected Result/Impact: Implementation notes will show strong Read 180 classroom structure. Reading inventories will demonstrate growth. Student performance increase in Reading STAAR.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p> <p>Funding Sources: Read 180 Professional Development for Teachers - 199 Local Funds, Read 180/System 44 - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide a dual language education program in grades K-5 that develops students' bilingualism and biliteracy, high levels of academic achievement, and sociocultural competence.</p> <p>Strategy's Expected Result/Impact: The percentage of students showing growth in Spanish on the Renaissance Screener will increase from 10 percentage points from BOY to MOY and from MOY to EOY. Increased number of 5th grade students who completed dual language at elementary school will receive credit for Spanish I and II as demonstrated by APPL testing results.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction, Coordinator of Bilingual/ESL</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Review and analyze Dyslexia Screening measures and reading inventories to promote early intervention dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)]</p> <p>Strategy's Expected Result/Impact: Students will be identified for dyslexia services early enough to make progress in their dyslexia courses this school year.</p> <p>Staff Responsible for Monitoring: Director of Special Education</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide a summer school program and additional instructional time and materials for k-12 students who experienced learning loss related to the pandemic.</p> <p>Strategy's Expected Result/Impact: 70% of students will maintain end of year levels in reading and/or math by the end of summer program.</p> <p>Staff Responsible for Monitoring: Director of Student Affairs</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: The percentage of 3rd-grade students that will make grade-level standards or above on the STAAR Math test will increase from 43% in 2023 to 70% in June 2024.

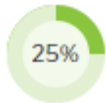
The percentage of 5th and 8th-grade students that will make grade-level standards or above on the STAAR math assessment will increase by June of 2024. 5th grade will increase from 40% in 2023 to 70% in 2024 and 8th Grade will increase from 37% in 2023 to 70% in June 2024.


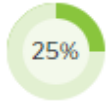




High Priority

HB3 Goal

Evaluation Data Sources: 3rd Grade 2023 Math Scores by Student Group:

- Black - 29%
- Asian - 55%
- Hispanic - 36%
- White - 53%
- SPED - 21%
- EB - 27%
- GT - 82%
- Eco Dis - 30%


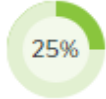
Strategy 1 Details	Reviews			
<p>Strategy 1: Support implementation of Math instruction through the use of the district math plan, common instructional framework, high-quality instructional materials, engaging professional learning, student goal setting, and stakeholder engagement. [See Math Plan in Addendum]</p> <p>Strategy's Expected Result/Impact: 70% of students will meet grade level or above on math assessments.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p> <p>Funding Sources: Guided Math Training - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
	 <p>25%</p>			

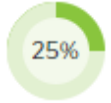
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and support a progress monitoring system in Middle School math intervention classes (Math 180). [TEC 11.253, TEC 11.252(c)(3)(H) & TEC 29.081]</p> <p>Strategy's Expected Result/Impact: Students will meet expected and growth goals identified by the Math 180 program.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p> <p>Funding Sources: Secondary Math Screener - 199 Local Funds, Middle School Math Intervention Teachers (2 FTEs) - SCE - (6100) Payroll Costs: Salaries</p>	Formative			Summative
	Nov	Jan	Apr	June
	 45%			
Strategy 3 Details	Reviews			
<p>Strategy 3: Engage in Strong Foundations Planning grant to strengthen instructional framework in math, solidify the use of high quality instructional materials, a stakeholder planning committee, and professional learning to ensure management system of instruction centered on research based instructional strategies</p> <p>Strategy's Expected Result/Impact: Revised math framework. Stakeholder engagement through math committee, implementation of high quality instructional materials.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
	 25%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


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


Performance Objective 4: 75% of English Language Learners (ELLs) will grow academically by one year as demonstrated by performance on TELPAS.


Evaluation Data Sources: TELPAS composite ratings
The number of students who are reclassified/exited from emergent bilingual status.


Strategy 1 Details	Reviews			
<p>Strategy 1: Provide bilingual and ESL students with a supplemental curriculum and instructional supports, including electronic devices and software, to boost language acquisition across the four language domains.</p> <p>Strategy's Expected Result/Impact: Increased EL student performance as measured by STAAR and TELPAS.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction, Bilingual ESL Specialist</p> <p>Funding Sources: Curriculum/Classroom Resources - Title III, Part A LEP - (6300) Supplies and Materi - 263 E 11 6399 00 935 0 25 000 - \$8,760.50, Bilingual Program Specialist - Title III, Part A LEP- (6100) Payroll Costs - 263 E 11 6117 00 935 0 25 000 - \$72,000, Newcomer Instructional Case Manager - Title III, Part A LEP- (6100) Payroll Costs - 263 E 11 6129 00 935 0 25 000 - \$44,136</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Support alignment and ongoing evaluation of Dual Language and ESL programming through quality, supplemental instructional resources, curriculum documents, and innovative professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Refinement of program articulation and implementation handbook and secondary ESL curriculum documents resulting in increased performance of EB students</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide and implement effective parent and family engagement activities to families of emergent bilinguals that will support increased learning opportunities and strengthen partnerships.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement as measured by attendance at events such as Latino Literacy Project Night, Camino Exito Program</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction, Bilingual ESL Coordinator</p> <p>Funding Sources: Latino Literacy - Title III, Part A LEP - (6300) Supplies and Materi - 263 E 13 6399 00 935 3 25 000 - \$1,228, Camino Newcomer Program-Extra Duty for teacher/Paras - Title I, Part A - (6100) Payroll Costs - 211 E 61 6117 00 935 0 30 000 - \$1,000, Camino Parent Academy/Latino Lit Snacks - Title III, Part A LEP - (6400) Operating Cost - 263 E 61 6499 00 935 0 25 000 - \$200</p>	Formative			Summative
	Nov	Jan	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Performance Objective 5: All special education students will participate in a quality transition planning meeting with parent involvement and have a plan that scores 80% or higher on HISD's Transition Plan Rubric. The Rubric will include criteria for specific PLAAFP and Goal Improvement for the area of transition.







Evaluation Data Sources: Review of all transition assessments and plans uploaded into Frontline. Completed rubrics. Graduation rate for students with disabilities will rise from 92% for the class of 2023 to 98% for the class of 2024.

Strategy 1 Details	Reviews			
<p>Strategy 1: All secondary special education teachers will be trained on transition planning and transition assessment to find students interests and aptitude.</p> <p>Strategy's Expected Result/Impact: A completed interest inventory will exist for all students over the age of 14. All students will complete a TAG assessment. Case managers will create meaningful transition plans for all students 14 and older.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Transition Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be able to identify their strengths, weaknesses and interests for transition planning using School Links, Casey Life Skills Inventory, TAGG assessment or a Reading Free Vocational Interest Inventory on an annual basis. Staff will include parent input during this process.</p> <p>Strategy's Expected Result/Impact: Students will present their own transition plans in ARD meetings by the end of the year. Students will be able to advocate for their wants and needs in regards to future planning.</p> <p>Staff Responsible for Monitoring: Directors of Special Education, Transition Coordinator</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All secondary special education teachers will work with campus counselors to ensure each student's 4-year course of study is included in their transition plans.</p> <p>Strategy's Expected Result/Impact: 4-year plans will be uploaded into Skyward for all students receiving special education services.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Transition Coordinator, Secondary Special Education Teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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

Performance Objective 6: By the end of the 23-24 school year, all Admission, Review, and Dismissal (ARD) paperwork will be 100% compliant.




Evaluation Data Sources: District personnel will be reviewing 4 ARDs a month for compliance.









Strategy 1 Details	Reviews			
<p>Strategy 1: The Special Education Department will conduct reviews of 4 ARDs a month and if mistakes are found the coordinator will review the ARD with the case manager and ARD facilitator.</p> <p>Strategy's Expected Result/Impact: 100% of ARDs will be compliant.</p> <p>Staff Responsible for Monitoring: Directors of Special Education, Assistant Director of Special Education</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assessments will be conducted by a contracted LSSP to determine eligibility for specially designed instruction for students.</p> <p>Strategy's Expected Result/Impact: To ensure that all Special Education students are receiving their services within a timely manner.</p> <p>Staff Responsible for Monitoring: Director of Special Education, Assistant Director of Special Education</p> <p>Funding Sources: Contracted Services (LSSP) - ESSER III Supplemental - (6200) Contracted Service - 283 E 11 6299 00 935 2 23 430</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Implement requirements of Texas Education Code related to student safety, mental wellness, and the components of a School Counseling Program.

Evaluation Data Sources: Hanover Survey Data
Meeting agendas and sign-in sheets






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students identified as homeless with supplies and social services needed to attend and achieve at school. [Title I, Part A #6]</p> <p>Strategy's Expected Result/Impact: Homeless students will achieve at the same rate as their peers on STAAR by May 2024.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS Licensed Mental Health Professionals</p> <p>Funding Sources: Supplies and Materials for Homeless students - Title I, Part A - (6300) Supplies and Materials</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and support the suicide prevention program including a parental/guardian notification procedure. [TEC 11.252(3)(B)(i)]</p> <p>Strategy's Expected Result/Impact: Complete program and training on identifying risk factors for suicide.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS School Counseling Coordinator School Counselors Licensed Mental Health Professionals</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Support the implementation of the Hutto ISD Comprehensive Guidance Program including guidance curriculum and responsive services [TEC 11.252(a)(3)(I); TEC 37.083(a)] Use the approved curriculum for conflict resolution program and other guidance topics at all campuses. [TEC 11.252(3)(B)(ii)]</p> <p>Strategy's Expected Result/Impact: All counselors will report data on their implementation of the Guidance Program; improved Survey of Counseling Services results.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Support Campus-Based Teams as part of the Safe and Supportive Schools Program Team that will meet at least monthly to review students identified to be at risk. [TEC 37.115 (f)(1)(a)]</p> <p>Strategy's Expected Result/Impact: Identification of students in need of additional support services for emotional and academic success</p> <p>Staff Responsible for Monitoring: Director of Student Services and PEIMS, Executive Director of School Support, Director of Student Affairs, Principals and Assistant Principals</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Dating violence is not tolerated, and parents will be notified immediately if a report identifies their child as an alleged victim or perpetrator. Create processes/procedures for appropriately reporting allegations and guidelines for students who are victims. Campuses will share age appropriate information on dating violence and sexual harassment with all students. [TEC 37.0831]</p> <p>Strategy's Expected Result/Impact: All students that report dating violence will be supported.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide training to all employees as required by law and district policy FFG (Local) on how to address child sexual abuse, trafficking, and other maltreatment of children and for counselors on how to work with students who might be victims. [TEC 11.252(a)(9)] and [TEC 38.0041]</p> <p>Strategy's Expected Result/Impact: 100% of staff will be trained annually.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Human Resources Director of Student Services and PEIMS</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Educate students about the dangers of drug use through Cenikor, Hippo Way lessons, and select communications briefs.</p> <p>Strategy's Expected Result/Impact: Reduction in number of DAEP placements for possession of a controlled substance.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS; Secondary Campus Principals</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Execute School Health Advisory Council (SHAC) requirements as outlined in Texas Education Code.

Evaluation Data Sources: Meeting agendas and recordings.
Texas Education Code Chapter 28.

Strategy 1 Details	Reviews			
Strategy 1: Update district wellness policy. Strategy's Expected Result/Impact: Meet TEC requirements. Increase student health and wellness. Staff Responsible for Monitoring: District Nursing Coordinator	Formative			Summative
	Nov	Jan	Apr	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 3: Develop a plan for the ongoing review of safety and security measures throughout the district and facilities in light of new rules and regulations stemming from the 88th Legislature.

High Priority

Evaluation Data Sources: Hardening of Facility requirements mandated by the Texas Legislature to include district wide fencing upgrades; ballistic film

Develop a plan and identify funding sources to implement wearable panic devices

Develop a plan and recommendation to address the "Armed Security" requirements as mandated by the Texas Legislature; to include identifying funding sources; recruitment; training; and implementation

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement new mandated requirements of the 88th Legislature with respect to updated school safety requirements.</p> <p>Strategy's Expected Result/Impact: Installation of ballistic glass/film and required perimeter fencing.</p> <p>Implementation plan for wearable panic devices</p> <p>Implementation of a plan for the provision of **armed security on all campuses</p> <p>Updated Emergency Operations Plan with current annexes and addendums</p> <p>Completion of Tri-Annual Audit</p> <p>Participation in all related training offered by TEA, ESC 13, or TxSSSC</p> <p>Staff Responsible for Monitoring: Henry Gideon / Assistant Superintendent for Operations</p> <p>Chief William Edwards</p> <p>Chris Contreras / Emergency Operations and Campus Safety Supervisor</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain an updated description of the duties and responsibilities of the district police officers.</p> <p>Strategy's Expected Result/Impact: Clarity of roles and responsibilities</p> <p>Signed job descriptions</p> <p>Staff Responsible for Monitoring: Chief of Police</p>	Formative			Summative
	Nov	Jan	Apr	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 4: Develop a plan for full implementation of the SmartTag (student locator) system for bus riders and school bus routes.

Evaluation Data Sources: SmartTag fully implemented and in use by January 2024







Updated student badge policies and procedures

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation and execution of SmartTag system - fully implemented and in use by January 2024</p> <p>Strategy's Expected Result/Impact: Enhanced student safety for bus riders and bus routes</p> <p>Improved stakeholder communication with parents/guardians of bus riders</p> <p>Staff Responsible for Monitoring: David Uecker/Director of Transportation Jamie Marrow/Transportation Operations Mgr Chris Contreras/Emergency Operations and Campus Safety Supervisor</p>	Formative			Summative
	Nov	Jan	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 5: Hutto ISD will establish positive behavior strategies at all campuses by implementing culture and community development, social skills building, and emotional regulation curriculum (Capturing Kids Hearts, Leader in Me, and Hippo Way) by May 2024.




Evaluation Data Sources: Discipline referrals, incidents of bullying, and physical and verbal aggression in Hutto ISD will decrease by at least 20%.






Strategy 1 Details	Reviews			
<p>Strategy 1: Implement positive behavior strategies at all campuses by providing staff training opportunities, resources, and materials necessary to help with implementation. [TEC 11.252(3)(E), TEC 11.252(3)(B)(iii) and TEC 37.083(a)].</p> <p>Strategy's Expected Result/Impact: Reduction in discipline referrals and incidents of bullying, physical and verbal aggression and sexual harassment, hospitalizations, self-harming behaviors, and runaways.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS School Counseling Coordinator School Counselors Licensed Mental Health Professionals Principals and Assistant Principals</p> <p>Funding Sources: Hippo Way/Leader in Me/Capt Hearts Supplies/Sensory Supplies - Title IV - (6300) Supplies and Materials - 289 E 11 6399 00 935 0 30 000 - \$4,140, Hippo Way /Curriculum Writing - Title IV - (6100) Payroll Costs - 289 E 13 6117 00 935 0 30 000 - \$4,000</p>	Formative			Summative
	Nov	Jan	Apr	June
	 <p>25%</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide services and 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>Strategy's Expected Result/Impact: Complete various training including Safe Schools, TEHCY Conference, Region 13 Counselor Co-Op and Mental Health Workshops.</p> <p>Staff Responsible for Monitoring: Director of Student Services & PEIMS</p> <p>Funding Sources: Interventionist Contracted Services - 199 Local Funds - 282 E 31 6299 00 935 0 99 000, Staff Training/Professional Development - Title IV - (6400) Operating Cost - \$5,000</p>	Formative			Summative
	Nov	Jan	Apr	June
	 <p>75%</p>			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: By the fall of 2024, recruit quality staff to fulfill 100% of teacher and support staff vacancies and increase hiring of staff from diverse backgrounds to align with student demographics.

Evaluation Data Sources: Monthly vacancy reports
 New Employee Survey
 Staff Demographic data
 Culture data
 Number of active partnerships with colleges and universities

Strategy 1 Details	Reviews			
<p>Strategy 1: Partner with local universities for recruitment efforts, including establishing and building strong partnerships with colleges such as Historically Black Colleges and Universities (HBCUs), predominantly Hispanic Serving Institutions (HSI), and other institutions where Black, Indigenous, People of Color (BIPOC) populations are a focus</p> <p>Strategy's Expected Result/Impact: Hiring applicant pool Number of partnerships</p> <p>Staff Responsible for Monitoring: Director of Human Capital</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administer various surveys throughout the year including new employee survey, culture survey, and exit surveys.</p> <p>Strategy's Expected Result/Impact: Obtain information about employee satisfaction regarding needed support structures.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Human Resources</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Promote the vision and mission of Hippo Nation through strong branding and marketing as a tool for recruitment--including compensation, benefits, and incentives.</p> <p>Strategy's Expected Result/Impact: Decreased vacancy Vacancy report</p> <p>Staff Responsible for Monitoring: Director of Human Capital</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Develop a menu of methods and support for recruiting teachers and future teachers to include our different pathways to teaching, including part-time teaching, international teaching, ambassadorships, apprentice teaching, associate teaching, residencies, etc.</p> <p>Strategy's Expected Result/Impact: Increased recruitment</p> <p>Staff Responsible for Monitoring: Director of Human Capital Assistant Superintendent of HR</p> <p>Equity Plan</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Retain 85% of teachers and staff annually by designing a comprehensive retention plan and attending to employee well being.



High Priority





Evaluation Data Sources: Panorama Survey Data and other surveys










Retention rates by district, department, and campus.

Demographic data of the staff in relation to the student population.

The district turnover rate for 2021-22 was 28.5% for staff and 25.7% for teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify internal potential candidates and create leadership opportunities through intentional communication and relationship building with staff to create more robust teacher and administrator Grow Your Own Programs.</p> <p>Strategy's Expected Result/Impact: An internal pipeline of qualified teachers and administrators Higher rates of hiring internal candidates for promotional positions</p> <p>Staff Responsible for Monitoring: Director of Human Capital Assistant Superintendent of Human Resources</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a streamlined, consistent two-phase onboarding process beginning at the district level and continuing at the department and campus level that reinforces a positive culture, equity and belonging and strengthens relationships within the district.</p> <p>Strategy's Expected Result/Impact: Ensure that new staff are welcomed and supported after the initial HR onboarding. Employee retention rates Employee onboarding surveys Employee exit surveys - Panorama Data</p> <p>Staff Responsible for Monitoring: Director of Human Capital and Human Resources Administrator</p> <p>Funding Sources: Lead4ward (EPLC) - Title II, Part A - (6200) Contracted Services - 255 E 11 6219 00 935 0 99 000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Apr	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: Create a focus team of various stakeholders to delve into the issue of retention issues and make recommendations for retention strategies to inform and update the Hutto ISD Recruitment plan.</p> <p>Strategy's Expected Result/Impact: Focused retention plan Focused retention strategies</p> <p>Staff Responsible for Monitoring: Associate Superintendent of HR Director of Human Capital</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Support first and second-year teachers by providing a holistic approach and mentoring partnership to improve the longevity of educators in the profession.</p> <p>Strategy's Expected Result/Impact: Retention of novice and experienced teachers new to Hutto ISD Monthly check-ins with mentors and mentees</p> <p>Staff Responsible for Monitoring: Director of Human Capital</p> <p>Funding Sources: Teaching/Mentoring Books/Mentor Program Supplies - Title II, Part A - (6300) Supplies and Materials - 255 13 6399 00 935 2 99 000 - \$3,000, Mentor Stipends - Title II, Part A - (6100) Payroll Costs - 255 11 6118 00 935 2 99 000 - \$100,000, Mentor Program Training - Title II, Part A - (6400) Operating Cost - 255 E 13 6411 00 935 0 99 000 - \$7,475</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide direct mental health supports to staff upon request via the campus or the department. Partner with district mental health professionals to develop a plan to support staff with employee wellness--including self-care and well-being.</p> <p>Strategy's Expected Result/Impact: Increased retention Increased employee satisfaction on Hanover survey data</p> <p>Staff Responsible for Monitoring: Director of Human Capital Director of Employee Relations Director of Student Services & PEIMS</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Build upon and expand the Teacher Incentive Allotment Program.</p> <p>Strategy's Expected Result/Impact: Expand to the secondary level Pass the TEA Data Validation or make adjustments based on their feedback</p> <p>Staff Responsible for Monitoring: Director of Human Capital Associate Superintendent</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Expand stay interviews to include district staff and to continue to gather data on the practices that contribute to employee retention.</p> <p>Strategy's Expected Result/Impact: Increase teacher retention.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Human Resources.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Create professional learning opportunities for teachers and staff offered through a variety of settings including conferences, courses, seminars, and workshops as a way to improve job performance and continue to develop new knowledge and skills.</p> <p>Strategy's Expected Result/Impact: Retention of staff</p> <p>Staff Responsible for Monitoring: Director of Human Capital</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Review Exit Survey data quarterly to determine causes for mid-year and end of year exits. Conduct in-person conferences with teachers and/or other staff as needed.</p> <p>Strategy's Expected Result/Impact: Increased retention</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of HR Director of Human Capital</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Explore alternative teaching models designed to support new and/or future teachers, to increase teacher collaboration, as well as enhance student support.</p> <p>Strategy's Expected Result/Impact: Increased marketing for teachers interested in alternative approaches</p> <p>Staff Responsible for Monitoring: Director of Human Capital Assistant Superintendent of HR</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Transition the Teacher Residency program from outside grant funded sources to internal budgetary support.</p> <p>Strategy's Expected Result/Impact: Increased teacher preparedness Increased retention</p> <p>Staff Responsible for Monitoring: Director of Human Capital Assistant Superintendent of HR</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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







Performance Objective 3: Reduce the number of employee workplace injuries involving students by 10%.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate the different student caused accidents/injuries to determine specific campus/department training, supply, and support needs.</p> <p>Strategy's Expected Result/Impact: Decrease the number of student caused accidents/injuries.</p> <p>Staff Responsible for Monitoring: Director of Risk Management Director of Employee Relations Director of Special Education</p> <p>Funding Sources: training materials + TASB expenses - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct Risk Management mitigation training for high incident campuses/departments.</p> <p>Strategy's Expected Result/Impact: Reduction in the number of accidents that occur in the workplace.</p> <p>Staff Responsible for Monitoring: Director of Risk Management Director of Employee Relations</p> <p>Funding Sources: TASB Trainers - 199 Local Funds</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Performance Objective 1: Create a best practices guide for ParentSquare communications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Host micro personal development sessions in the form of lunch and learns with a focus at the secondary level to include ParentSquare and Canva.</p> <p>Strategy's Expected Result/Impact: Improved training will lead to excitement over platforms and desire to use it more often and in more efficient ways.</p> <p>Staff Responsible for Monitoring: Ex. Dir. of Communications & Community Relations</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create quarterly data and share with Exec. Dir. of School Support and campus principals to monitor success rate.</p> <p>Strategy's Expected Result/Impact: Numbers will impact how staff is adhering to expectations lined out in guide.</p> <p>Staff Responsible for Monitoring: Ex. Dir. of Communications & Community Relations Communications Manager</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Measure communication preferences by district survey to increase satisfaction with district communication.





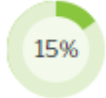




Evaluation Data Sources: Survey data - baseline in the fall and secondary in the spring.

Strategy 1 Details	Reviews			
Strategy 1: Conduct survey on email frequency and type by campus and districtwide.	Formative			Summative
	Nov	Jan	Apr	June
	100%	100%	100%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Update community on Capital Improvement Projects to address growth (Bond 2023) on social media, website and within district newsletters every two weeks.

Evaluation Data Sources: Maintaining 500 Bond 2023 web page visits per month via Google Analytics.




Strategy 1 Details	Reviews			
<p>Strategy 1: Bond and Multimedia Communications Specialist to meet with operations and maintenance staff and attend construction site visits twice a month.</p> <p>Strategy's Expected Result/Impact: Increased transparency with public, and public knowledge of Bond 2023 progress and use of taxpayer funds.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications and Community Relations Bond and Multimedia Communications Specialist</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Update construction and Bond 2023 webpage once a month.</p> <p>Strategy's Expected Result/Impact: Increased awareness of Bond 2023 execution</p> <p>Staff Responsible for Monitoring: Executive Director of Communications and Community Relations Bond and Multimedia Communications Specialist</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Video or photo storytelling of Capital Improvement Projects posted once a month, with a vision goal of once a week.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications and Community Relations Bond and Multimedia Communications Specialist</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Performance Objective 4: Expand opportunities for parents to be involved in their child's education by May 2024.

Evaluation Data Sources: Community surveys

Percentage of parents responding Agree or Strongly Agree on the Hanover climate survey question regarding "The District engages parents" from 58% to 75%.





Strategy 1 Details	Reviews			
<p>Strategy 1: Attend and participate in a variety of professional development and training opportunities to build skills, gain knowledge and seek learning strategies to engage parents and families to be more involved in the education of their children.</p> <p>Strategy's Expected Result/Impact: Parent attendance records at activities, programs, and training Hanover parent climate survey results</p> <p>Staff Responsible for Monitoring: Director of State, Federal, and Special Programs Parent Support Specialists</p> <p>Funding Sources: Mileage/Community Service Travel/Registration Fees - Title I, Part A - (6400) Operating Cost - 211 E 61 6411 00 935 0 30 000 - \$603.69</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish parent engagement initiatives (materials and resources) to increase participation, and engagement that will lead to increased academic success for students.</p> <p>Strategy's Expected Result/Impact: Increase workshop/ meeting calendar scheduled opportunities for parents. Program agendas, sign-in sheets, and flyers Attendance records</p> <p>Staff Responsible for Monitoring: Director of State, Federal, and Special Programs</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campuses with strategic professional development for developing ongoing, coaching, and support for increased parent engagement.</p> <p>Strategy's Expected Result/Impact: Increase parent and family events that are tied to campus areas of focus for academic improvement.</p> <p>Staff Responsible for Monitoring: Director of State, Federal, and Special Programs, Parent Support Specialists</p> <p>Funding Sources: Contracted Services - PFE Playbook - Title I, Part A - (6200) Contracted Services - 211 E 13 6299 00 935 0 30 000 - \$5,500</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a parent advisory committee that will meet with the district administration to explore ways of expanding parental involvement.</p> <p>Strategy's Expected Result/Impact: Participation rates; Collaboration among campuses for joint events; Plan for communicating out to their respective memberships</p> <p>Staff Responsible for Monitoring: Director of State, Federal, and Special Programs, Superintendent</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Interact with families, campus personnel, and community members to promote genuine family engagement, cultivate effective school-community partnerships, and ensure the proper allocation of community resources by leveraging the expertise of parent support specialists.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement Programs offered Districtwide Number of home visits and referrals completed Results on Parent Survey</p> <p>Staff Responsible for Monitoring: Director of Federal, State and Special Programs</p> <p>Funding Sources: Parent Support Specialist - Title I, Part A - (6100) Payroll Costs - 211 E 6129 00 935 2 30 000 - \$104,760</p>	Formative			Summative
	Nov	Jan	Apr	June
				
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Goal 5: Incorporate effective communication trends, preferences, and best practices.







Performance Objective 5: Enhance inclusivity in district and campus-level decision-making by broadening participation opportunities for parents and community members through committees, with a focus on ensuring representation that reflects the diverse ethnic composition of the district.

Evaluation Data Sources: Committee membership lists

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold an annual event where all committees and task forces seeking new membership are available to greet new parents, new families, and community members and invite their participation in the district.</p> <p>Strategy's Expected Result/Impact: Fill all vacancies in existing committees and task forces Increase participation of parents and community members in decision-making</p> <p>Staff Responsible for Monitoring: Ex. Director for Communications and Community Relations Director of State and Federal Programs (Parent Support Specialists)</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze the current district committees to identify potential gaps or underrepresentation, and ensure that they exhibit diversity, inclusivity, and effective alignment with our goals and values.</p> <p>Strategy's Expected Result/Impact: District committees that are more representative of our student and community population.</p> <p>Staff Responsible for Monitoring: Director of DEI, Director of State and Federal Programs, Executive Director of Community Relations</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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




Performance Objective 6: Enhance communication for our Spanish speaking audience

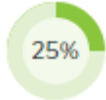





Strategy 1 Details	Reviews			
Strategy 1: Add Spanish to district social media, announcement graphics. Staff Responsible for Monitoring: Ex. Director of Communications & Community Relations Communication Manager	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Create Spanish speaking videos or add Closed Captioning in Spanish to English videos. Staff Responsible for Monitoring: Ex. Director of Communications & Community Relations Communication Manager	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Gather feedback from bilingual community via survey to asses their satisfaction with language efforts in May 2024. Staff Responsible for Monitoring: Ex. Director of Communications & Community Relations Communication Manager	Formative			Summative
	Nov	Jan	Apr	June
	N/A	N/A	N/A	
Strategy 4 Details	Reviews			
Strategy 4: Establish a program for newcomer families to guarantee that support systems are in place to enable both students and their families to effectively connect with and access necessary resources. Strategy's Expected Result/Impact: Increased involvement and program participation Increased positive reviews ~Hanover survey results Staff Responsible for Monitoring: Bilingual Specialists Parent Support Specialists	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Ensure compliance with local, state, and federal laws and regulations in regard to public finance.

Performance Objective 1: Achieve the highest rating possible in the Financial Integrity Rating System of Texas (FIRST) annually.

Evaluation Data Sources: TEA releases the FIRST findings in the Fall and issues a rating at that time.

Strategy 1 Details	Reviews			
<p>Strategy 1: Receive an unmodified opinion in the District's annual financial report (AFR).</p> <p>Strategy's Expected Result/Impact: This result signifies that the financial statements are free from material misstatements, errors, or discrepancies, instilling confidence among stakeholders, such as investors, creditors, and the public. It reflects the district's commitment to transparency and accountability in financial management, potentially improving its credit rating and reputation.</p> <p>Staff Responsible for Monitoring: CFO Director of Finance Director of Payroll Director of PEIMS District Accountant</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Obtain the Award of Merit for Purchasing Operations from the Texas Association of School Business Officials (TASBO) annually.</p> <p>Strategy's Expected Result/Impact: This demonstrates excellence and best practices in our purchasing operations. This recognition reflects our commitment to efficient and effective procurement processes, cost savings, and compliance with industry standards. It enhances our reputation in the education community, potentially attracting top talent, fostering partnerships, and improving overall operational efficiency in the school district.</p> <p>Staff Responsible for Monitoring: Director of Purchasing CFO</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide transparent and accessible financials to the public.</p> <p>Strategy's Expected Result/Impact: Increased accountability and informed decision-making regarding education spending, budgeting, and forecasting.</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct regular reviews to ensure adherence to district policies and procedures in business and financial services control processes.</p> <p>Strategy's Expected Result/Impact: This enhances our financial accountability, reduces non-compliance risk, and promotes efficient and transparent financial operations within the district. This, in turn, fosters public trust, minimizes financial risks, and supports responsible fiscal management.</p> <p>Staff Responsible for Monitoring: CFO</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Maintain PEIMS data accuracy, aligning it with corresponding information in the school district's AFR, with a variance of less than 3% in total expenditures by function.</p> <p>Strategy's Expected Result/Impact: To ensure financial transparency and compliance. This, in turn, helps the district make informed decisions, demonstrate fiscal responsibility, and maintain public trust in its financial management.</p> <p>Staff Responsible for Monitoring: CFO Director of PEIMS Director of Finance</p>	Formative			Summative
	Nov	Jan	Apr	June
				
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Goal 7: Address facility needs to accommodate growth and maximize efficiency through innovation in support of student success.

Performance Objective 1: Develop revised systems, processes, and plans to implement the May 2023 Bond Program

High Priority

Evaluation Data Sources: Updated Construction and Facilities Standardizations to be used as a basis of design

Developed Educational Specifications approved by the Board of Trustees; and a design basis for Architects to utilize when undertaking design charrettes

Updated Prevailing wage for the May 2023 Bond Program

Methodology Determination as approved by the Board of Trustees


Updated RFQ Processes






Updated RFP Processes

Continued Implementation of the Owner Insight Tool for tracking all project documentation

Continued Audit checks on Pay Apps in partnership with the Business Office

Updated Interlocal Agreement with the City of Hutto (COH has had the district's draft since January 23)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue sound management and oversight of all district capital improvement and facilities planning. Strategy's Expected Result/Impact: Bond and Capital Improvement Projects delivered to maximize efficiency of delivery and reliability of cost effectiveness in an effort to keep and maintain stakeholder trust.</p> <p>Continue and Build capacity for bond and construction oversight with newly installed members to the Board Bond and Capital Improvement Oversight Committee.</p> <p>Staff Responsible for Monitoring: Brandon Cardwell - Director of Capital Improvement and Facilities Planning Henry Gideon - Assistant Superintendent of Operations</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Revise and Update the district's Bond and Capital Improvement Oversight process calibrated with the recently authorized, May of 2023 Bond.</p> <p>Strategy's Expected Result/Impact: Increased community involvement and awareness. Increased membership of the Bond and Capital Improvement Oversight Committee.</p> <p>Staff Responsible for Monitoring: Brandon Cardwell, Director of Capital Improvement and Facilities Planning. Henry Gideon - Assistant Superintendent of Operations</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Rezoning and Planning for the opening of Gus Almquist Middle School (August 2024) and new schools to be developed as authorized by the May 23 Bond program supported by Community Engagement with a Superintendent appointed, Attendance Rezoning and Boundary Leveling Committee.

Evaluation Data Sources: Quarterly Demographic Updates

Updated/New Middle School Attendance Zones


Updated/New Elementary Attendance Zones as we plan for Elementary # 8 and Elementary # 9


Updated/New High School Attendance Zones as we plan for the build-out of HS # 2

Updated/New Attendance Zone Maps

Updated/New route delivery system planning - Transportation

Communications Plan to update parents/guardians






Strategy 1 Details	Reviews			
<p>Strategy 1: Undertake Rezoning and Attendance Leveling Process with stakeholder involvement. Committee, appointed by the Superintendent, will be comprised of administrators; the district's demographer; 2 parents nominated by the Board of Trustees; and 2 parents nominated by campus administrator from each district campus.</p> <p>Strategy's Expected Result/Impact: FALL 2023 Rezoning Committee Work</p> <p>December 2023 Recommendation to the Board of Trustees</p> <p>January 2024 Board Approval of New Attendance Zone plan</p> <p>.....</p> <p>Balanced attendance zones to the rate of growth per zone with sufficient capacity to address demographic projections over the next 5 to 7 years.</p> <p>Attendance zone planning that provides reliability and predictability to enable the Business office and the Board of Trustees to develop budgets to produce equitable results in resource allocation.</p> <p>Attendance zone planning that mitigates the impact to families while improving the educational delivery process with the efficient allocation of services (i.e. transportation routes) and resources, while also addressing the challenges of unique program requirements such a dual language and SPED programs offerings.</p> <p>Improved Traffic distribution and bus safety.</p> <p>Improved travel times for bus riders</p> <p>Staff Responsible for Monitoring: Henry Gideon - Assistant Superintendent of Operations Brandon Cardwell - Director of Facilities Planning and Capital Improvement David Uecker - Director of Transportation ELT</p>	Formative			Summative
	Nov	Jan	Apr	June
	<div data-bbox="1444 209 1549 310" style="text-align: center;">  <p>85%</p> </div>			

 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: Update the District Technology Plan to reflect plans for how the May 2023 bond program will be used to address growth needs and refresh for infrastructure, devices, and classroom technology.







Evaluation Data Sources: May 2023 bond planning and tracking spreadsheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Update the District Technology Plan to reflect plans for how the May 2023 bond program will be used to address growth needs and refresh for infrastructure, devices, and classroom technology.</p> <p>Strategy's Expected Result/Impact: Updated technology plan document.</p> <p>Staff Responsible for Monitoring: Director of Technology and Digital Learning</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 4: Implement the second phase of cybersecurity plans.

Evaluation Data Sources: Cybersecurity documentation






Strategy 1 Details	Reviews			
Strategy 1: Implement phase 2 of the cybersecurity plans with a focus on processes, checks, and cybersecurity frameworks. Strategy's Expected Result/Impact: Increased cybersecurity levels and Staff Responsible for Monitoring: Director of Technology and Digital Learning	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: In the 2023-2024 school year, we will earn the COSN Trusted Learning Environment seal (TLE). Strategy's Expected Result/Impact: Demonstration of cybersecurity and data privacy preparedness by receiving the TLE seal. Staff Responsible for Monitoring: Director of Technology and Digital Learning.	Formative			Summative
	Nov	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Update the District's Vehicle Equipment Replacement Plan to Prepare for Vehicle Purchasing supported by May 2023 Bond as Authorized by Voters

Evaluation Data Sources: Updated Vehicle Equipment Replacement Plan





Begin Vehicle Purchasing Process coinciding with Bond funds allocated

Strategy 1 Details	Reviews			
<p>Strategy 1: Using the updated, vehicle and equipment replacement plan, ladder new purchases of equipment that will coincide with allocated bond funds.</p> <p>Strategy's Expected Result/Impact: Help the district keep and maintain an average fleet age that is cost effective in terms of equipment health, equipment sustainability, and efficiency</p> <p>Support growth in Hutto ISD</p> <p>Staff Responsible for Monitoring: David Uecker Director of Transportation Transportation Fleet Manager Emily Campbell/Admin Assistant to Operations</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Create a culture of equity and safety (belonging) in every district building and in every classroom.

Performance Objective 1: By the end of spring 2024, increase the involvement of students in extracurricular activities such as athletics, fine arts, clubs, and organizations at all campuses so there is equitable representation proportional to the student demographics of the district. (Use the 2023-2024 year to collect baseline data about the students involved in these activities.)

Evaluation Data Sources: Extra-curricular participation lists by ethnic breakdown (activity group rosters live in Skyward)

Strategy 1 Details	Reviews			
<p>Strategy 1: Create activity groups in Skyward to collect participant names and ethnicity in extracurricular activities, clubs, and organizations.</p> <p>Strategy's Expected Result/Impact: Needed data to track progress.</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Associate Superintendent Fine Arts Coordinator Club/org sponsors Athletic Director</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Survey underrepresented student groups and gather data on students' individual areas of interest.</p> <p>Strategy's Expected Result/Impact: Increase the variety of clubs, organizations, or courses that are of high interest to students (namely students identified as at-risk).</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Curriculum Directors Club/org sponsors</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Create a culture of equity and safety (belonging) in every district building and in every classroom.

Performance Objective 2: By the end of spring 2024, increase the enrollment of students in district academic programs such as Gifted & Talented, Advanced Placement, Career & Technical Education, and Dual Credit so there is equitable representation proportional to the student demographics of the district. (Use the 2023-2024 year to collect baseline data about the students enrolled in these programs.)

Evaluation Data Sources: Enrollment data by ethnic and special designations for all advanced programs
Career & Technical Education pathway enrollment lists by ethnic breakdown

Strategy 1 Details	Reviews			
<p>Strategy 1: Create special reports from Skyward/Decision Ed to track progress for student enrollment and student achievement on this goal.</p> <p>Strategy's Expected Result/Impact: Data that show progress toward goals</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Associate Superintendent Director of Technology Information Management Specialist</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Perform a root cause analysis to determine why any disparities might exist.</p> <p>Strategy's Expected Result/Impact: Determine an area for improvement.</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Associate Superintendent Fine Arts Coordinator Director of Curriculum and Instruction Director of Career & Technical Education</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Explore the reasons why underrepresented and Gifted and Talented Identified students might drop from advanced classes and determine ways to support students in remaining on track to finish those courses.</p> <p>Strategy's Expected Result/Impact: Increase the number of students completing advanced courses</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Director of Student Services and PEIMS Secondary Counselors Campus Principals Director of Curriculum and Instruction Executive Director of School Support</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			



No Progress



Accomplished



Continue/Modify

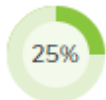



Discontinue


Goal 8: Create a culture of equity and safety (belonging) in every district building and in every classroom.

Performance Objective 3: By the end of spring 2024, adopt a restorative approach to disciplinary infractions that will decrease the referral rate to below .3 (#of referrals/# of students) and address the disparities between student demographic groups while creating a sense of belonging for all students.

Evaluation Data Sources: Completion of restorative practices guide/toolkit for training district-wide
Ongoing monitoring of quarterly disciplinary reports by campus, by infractions and by student ethnic breakdown

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet regularly with the district restorative practices committee to explore, review, and discuss models of restorative discipline to implement district-wide.</p> <p>Strategy's Expected Result/Impact: Restorative practices model chosen and ready for implementation Addresses the discipline disparities between student ethnic and cultural groups</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Executive Director of School Support Director of Student Affairs Campus administrators</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Design a training framework and professional development plan to institute district-wide.</p> <p>Strategy's Expected Result/Impact: Framework is launched and adhered to by all campuses with supportive PD plan</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Executive Director of School Support Director of Student Affairs</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
Strategy 3 Details	Reviews			
<p>Strategy 3: Quarterly review disciplinary data by campus (disaggregated by student groups) and provide focused support as needed.</p> <p>Strategy's Expected Result/Impact: Data visualizations that are standardized for sharing as needed</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Director of Student Affairs</p>	Formative			Summative
	Nov	Jan	Apr	June
				






Strategy 4 Details	Reviews			
<p>Strategy 4: Incorporate a Social-Emotional Learning curriculum and Trauma-Informed Care strategies in classrooms. [TEC 11.252(3)(E) and TEC 37.083(a)]</p> <p>Strategy's Expected Result/Impact: Rate of discipline referrals</p> <p>Skyward Referral Rates (Rate is equal to # of incidents over total # of enrolled students)</p> <p>2022-2023 Totals:</p> <p>Total Referrals - 3833 for a rate of .39 (3833 total referrals/9769 total students) This is an increase from the overall rate of .38 in 2021-2022.</p> <p>Bullying - 24 referrals for a rate of .002 (incidents over total students)</p> <p>Physical Aggression - 591 referrals for a rate of .06 (incidents over total students)</p> <p>Fighting- 89 referrals for a rate of .009 (incidents over total students)</p> <p>Disruption- 422 referrals for a rate of .04 (incidents over total students)</p> <p>Controlled Substance- 125 referrals for a rate of .01 (incidents over total students)</p> <p>Staff Responsible for Monitoring: Director of Student Services and PEIMS Executive Director of School Support Director of Diversity, Equity, & Inclusion</p>	Formative			Summative
	Nov	Jan	Apr	June
	<div data-bbox="1444 207 1549 311" style="display: inline-block; text-align: center;">  <p>50%</p> </div>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 8: Create a culture of equity and safety (belonging) in every district building and in every classroom.

Performance Objective 4: By the end of spring 2024, collaborate with multiple stakeholders to proactively address bullying and bias through intentional conversations on belonging.

Evaluation Data Sources: Bullying data
 Grievances data
 Evidence of conversations on related topics with multiple stakeholders

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Close monitoring and follow through on all bullying incident reports</p> <p>Staff Responsible for Monitoring: Director of Student Services Director of Student Affairs Director of Diversity, Equity, & Inclusion Executive Directors of School Support</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish a youth-led DEI committee composed of diverse voices of secondary students (8th-12th grade) to engage in courageous conversations around diversity, equity, inclusion, and belonging.</p> <p>Strategy's Expected Result/Impact: Student input will supplement the input from the campus-based equity committees and the district DEI committee Student-driven ideas to reduce bullying incidents</p> <p>Staff Responsible for Monitoring: Director of Diversity, Equity, & Inclusion Director of Student Services and PEIMS Associate Superintendent of Instruction and Innovation</p>	Formative			Summative
	Nov	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$355,254.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Hutto ISD provides academic support to students who are at-risk of failing or dropping out of school by providing an intense accelerated summer school program (teacher and paraprofessional salaries, materials, and professional development).

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gladys Aguiar-Bornot	Parent and Family Engagement Specialist	Title I	1
Stephen Balderas	Parent and Family Engagement Specialist	Title I	1

District Funding Summary

199 Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	TCEA and ISTE memberships, Level 1 and II Google Certification vouchers.		\$0.00
1	3	4	Application Fees for UIL Competition		\$0.00
1	3	6	transportation, volunteers, fee costs		\$0.00
1	3	7	New Instruments		\$0.00
1	6	2	Lead Parent Support		\$30,000.00
2	1	2	Kurzweil Accommodation Software		\$0.00
2	2	1	Star 360 Reading/Math Screener Software, Freckle ELA and Math		\$0.00
2	2	3	SAT for all 11th grade students		\$0.00
2	2	3	SAT Proctoring		\$0.00
2	2	3	PSAT for all 10th grade students		\$0.00
2	2	4	Read 180 Professional Development for Teachers		\$0.00
2	2	4	Read 180/System 44		\$0.00
2	3	1	Guided Math Training		\$0.00
2	3	2	Secondary Math Screener		\$0.00
3	5	2	Interventionist Contracted Services	282 E 31 6299 00 935 0 99 000	\$0.00
4	3	1	training materials + TASB expenses		\$0.00
4	3	2	TASB Trainers		\$0.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$30,000.00
Title I, Part A - (6100) Payroll Costs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Camino Newcomer Program-Extra Duty for teacher/Paras	211 E 61 6117 00 935 0 30 000	\$1,000.00
5	4	5	Parent Support Specialist	211 E 6129 00 935 2 30 000	\$104,760.00
Sub-Total					\$105,760.00
Budgeted Fund Source Amount					\$115,363.68

Title I, Part A - (6100) Payroll Costs						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$9,603.68
Title I, Part A - (6200) Contracted Services						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	4	3	Contracted Services - PFE Playbook	211 E 13 6299 00 935 0 30 000	\$5,500.00	
					Sub-Total	\$5,500.00
					Budgeted Fund Source Amount	\$10,000.00
					+/- Difference	\$4,500.00
Title I, Part A - (6300) Supplies and Materials						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	1	9	Homeless Students Supplies	211 E 11 6399 00 935 0 30 000	\$1,150.00	
3	1	1	Supplies and Materials for Homeless students		\$0.00	
					Sub-Total	\$1,150.00
					Budgeted Fund Source Amount	\$6,162.00
					+/- Difference	\$5,012.00
Title I, Part A - (6400) Operating Cost						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	4	1	Mileage/Community Service Travel/Registration Fees	211 E 61 6411 00 935 0 30 000	\$603.69	
					Sub-Total	\$603.69
					Budgeted Fund Source Amount	\$8,326.32
					+/- Difference	\$7,722.63
Title II, Part A - (6100) Payroll Costs						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	4	Mentor Stipends	255 11 6118 00 935 2 99 000	\$100,000.00	
					Sub-Total	\$100,000.00
					Budgeted Fund Source Amount	\$130,000.00
					+/- Difference	\$30,000.00
Title II, Part A - (6200) Contracted Services						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	2	Lead4ward (EPLC)	255 E 11 6219 00 935 0 99 000	\$1,000.00	
					Sub-Total	\$1,000.00

Title II, Part A - (6200) Contracted Services						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					Budgeted Fund Source Amount	\$13,032.00
					+/- Difference	\$12,032.00
Title II, Part A - (6300) Supplies and Materials						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	4	Teaching/Mentoring Books/Mentor Program Supplies	255 13 6399 00 935 2 99 000	\$3,000.00	
					Sub-Total	\$3,000.00
					Budgeted Fund Source Amount	\$20,000.00
					+/- Difference	\$17,000.00
Title II, Part A - (6400) Operating Cost						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	2	4	Mentor Program Training	255 E 13 6411 00 935 0 99 000	\$7,475.00	
					Sub-Total	\$7,475.00
					Budgeted Fund Source Amount	\$7,475.00
					+/- Difference	\$0.00
Title III, Part A LEP- (6100) Payroll Costs						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	4	1	Bilingual Program Specialist	263 E 11 6117 00 935 0 25 000	\$72,000.00	
2	4	1	Newcomer Instructional Case Manager	263 E 11 6129 00 935 0 25 000	\$44,136.00	
					Sub-Total	\$116,136.00
					Budgeted Fund Source Amount	\$102,136.00
					+/- Difference	-\$14,000.00
Title III, Part A LEP - (6200) Contracted Services						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$10,000.00
					+/- Difference	\$10,000.00
Title III, Part A LEP - (6300) Supplies and Materi						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
2	4	1	Curriculum/Classroom Resources	263 E 11 6399 00 935 0 25 000	\$8,760.50	

Title III, Part A LEP - (6300) Supplies and Materi

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Latino Literacy	263 E 13 6399 00 935 3 25 000	\$1,228.00
Sub-Total					\$9,988.50
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$11.50

Title III, Part A LEP - (6400) Operating Cost

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	3	Camino Parent Academy/Latino Lit Snacks	263 E 61 6499 00 935 0 25 000	\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$5,428.00
+/- Difference					\$5,228.00

Title IV - (6100) Payroll Costs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Enrichment Teachers for Summer Program/Extra Duty/Payroll	289 E 11 6117 87 935 0 30 000	\$8,000.00
3	5	1	Hippo Way /Curriculum Writing	289 E 13 6117 00 935 0 30 000	\$4,000.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					-\$6,000.00

Title IV - (6200) Contracted Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Well Rounded, Diverse Student program/Activities/Contracted Service	289 E 11 6299 87 935 0 30 000	\$7,021.00
Sub-Total					\$7,021.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$12,979.00

Title IV - (6300) Supplies and Materials

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Summer Technology Program /Materials/ Resources (technology focus)	289 E 11 6399 00 935 0 30 000	\$2,000.00
3	5	1	Hippo Way/Leader in Me/Capt Hearts Supplies/Sensory Supplies	289 E 11 6399 00 935 0 30 000	\$4,140.00
Sub-Total					\$6,140.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					-\$3,140.00

Title IV - (6400) Operating Cost					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	2	Staff Training/Professional Development		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$3,021.00
+/- Difference					-\$1,979.00
Special Education Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,353,227.00
+/- Difference					\$1,353,227.00
IDEA-B Pre-School - (6300) Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,431.00
+/- Difference					\$6,431.00
Bilingual - (6100) Payroll Costs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Bilingual - (6300) Supplies and Materials					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

SCE - (6100) Payroll Costs: Salaries

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Middle School Math Intervention Teachers (2 FTEs)		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

SCE - (6100) Payroll Costs: Extra Duty

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$343,454.00
+/- Difference					\$343,454.00

SCE - (6200) Contracted Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

SCE - (6300) Supplies and Materials

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00

SCE - (6400) Operating Cost

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,800.00
+/- Difference					\$1,800.00

Carl Perkins - (6200) Contracted Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Carl Perkins - (6300) Supplies and Materials

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$56,269.00
+/- Difference					\$56,269.00

IMA Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

ESSER III - (6100) Payroll Costs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Lead Parent Support		\$30,000.00
Sub-Total					\$30,000.00
Budgeted Fund Source Amount					\$60,000.00
+/- Difference					\$30,000.00

ARP Homeless II -(6100) Payroll Costs

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$71,592.00
+/- Difference					\$71,592.00

ARP Homeless II (6200) Contracted Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00
Grand Total Budgeted					\$2,382,717.00
Grand Total Spent					\$440,974.19
+/- Difference					\$1,941,742.81

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part C Migrant	Elva Torres	9/29/2023	Elva Torres	9/25/2023