

Hutto Independent School District
Hutto High School
2023-2024 Campus Improvement Plan

Accountability Rating: B



Mission Statement

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

Vision

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

Value Statement

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 are 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.

HHS Motto: "Rowing in Excellence Together!"

"Rowing in Excellence Together !" means we are all in the boat, moving in the same direction, guided by the same vision and doing so with excellence by being a high purpose environment and a campus of high expectations for all. All stakeholders will be asked to be excellent in all we do.

Campus 23-24 Focus: Intentional 2

1. Create a positive climate and culture for all stakeholders
2. Instructionally Driven

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment at Hutto High School continues to increase even with having the Ninth Grade Center opened for the last 2 school years. The city population has more than doubled since 2010 and continues to grow. With this year's Bond Package getting approved, work will start on the Ninth Grade Center to create a second comprehensive high school.

In the attachment is official demographic information from the 20-21 school year. Official data from TEA lags one school year behind. During the 22-23 school year, there were not significant changes to the demographic data, however, with the opening of the Hutto Ninth Grade Center, the total number of students at Hutto High School decreased to under 1900. As we open the 23-24 school year, Hutto High School's overall enrollment continues to increase. The campus currently has 1,952 total students and is projected to continue to grow for the foreseeable future.

Enrollment in special programs has seen small changes. There was a decrease (-1.8%) in enrollment in SPED from school year 21-22 to 22-23, with an increase in 504 enrollment coming out of COVID year (20-21) but staying steady over the last two school years. There was an increase in our ESL population of 1.8% over the last two years. We are hopeful to start seeing an increase in enrollment with our GT program as there are new testing procedures that have been implemented on the elementary campuses. We do anticipate increases in special programs as the enrollment continues to rise.

In looking at the demographics in the 21-22 school year almost 83% of the teachers were White and 15% of the Teachers were minorities. These percentages are disproportionate to Hutto High School's student population with over 63% minorities (47.8% Hispanic, 15.7% African American) and only 29.2% white. Over 57% of Hutto High School teachers have between 6-20 years of experience.

Demographics Strengths

There was a decrease of 8.4% in our At-Risk population from school year 21-22 to 22-23 school year. High academic rates among all students. The demographics on campus have remained consistent despite rapid and significant growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student minority subpopulations are not comparable to staff subpopulations. **Root Cause:** The Hispanic student population is 47.2% while the Hispanic staff population is only 9.3%. In addition, the African-American student population is 15.7% while the African-American staff population is only 6.3%.

Student Learning

Student Learning Summary

Based on campus projections for 2022, we have seen overall we saw a trending downward of EOC scores in Algebra 1, English 2, and US History for 2022 - 2023 with some exceptions. Algebra 1 experienced between a 1.1% and 1.6% decrease as it relates to the Approaches, Meets, and Masters categories. English 2 experienced a decrease in its Meets (19.8%) and its Masters (3.2%) but did see an increase in Approaches (2.6%) for the year. US History saw their Approaches stay almost the same as last year (22.2%) while their Meets (5.1%) and Masters (8.9%) categories improved slightly. There is also a need to address our proficiency levels for all three EOCs moving forward as we experienced downward trends there as well. A bright spot is a sizeable increase in our 11th graders in Algebra increasing their over % proficient (+7.6%) and % proficient improvement (+9.7%).

Initiatives that were begun in the 2022 - 2023 school term were the creation of an in-person Algebra 1 course at HHS that was populated with students who were either credit deficient or had not passed the EOC from the 2021 - 2022 school year. The course however was started in the spring of 2023, and as such, has only one EOC administration experience so far (Spring 2023). It is anticipated that this course, which will have a full-year this coming school term, will yield improved results in EOC passing rates for retesters as well as credit recovery for those students who were missing credits from their freshman year. An English 1 course was also created to address similar issues for the English students transitioning to HHS as well. Also, the adoption of the NWEA MAP Screener in Algebra 1 will provide useful data to track student progress and allow for the identification of students requiring Tier 2 intervention as the school term begins.

Looking at our AP scores, 11 of our 19 AP administrations averaged a passing score (3, 4, or 5), with AP Art 2d Design earning an average score of 5 (best possible score) and AP Computer Science earning an average score of 4. With an average campus score of 2.68, the development of a comprehensive AP program as well as professional development for all AP instructors and associated staff members is being developed as of this report. With the development of a highly competent AP instructional staff, we should see an increase in overall AP cores in the upcoming school term.

Student Learning Strengths

- US History STAAR Scores
- Advanced Placement Scores
- College and Career Readiness percentages
- Graduation Rates
- Attendance rates
-

Algebra 1:

- In our ESL subgroup, we saw a 10% increase in proficiency in the 2022 to 2023 administration. There was also a 15.7% increase in our Specific Learning Disability population as well.

English 2

- In our SPED (other learning impairment) super subgroup, we saw a 10.1% increase in proficiency from 2022 - 2023.
- There was also a 19.4% increase for our students who are in our super subpopulation of Emotional Disturbance as well as a 12.5% increase in our Autistic super subpopulation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Class sizes were large. **Root Cause:** Lack of staff across the campus resulted in larger class sizes. This also precipitated current teachers taking on extra sections of instruction.

Problem Statement 2: Lack of instructional stability on campus for the last three years. **Root Cause:** Lack of consistent leadership, increase in alternatively certified teachers, increase in the number of first year teachers, loss in the number of teachers with several years of experience and HHS institutional knowledge.

School Processes & Programs

School Processes & Programs Summary

HHS has re-invested in the planning model of backward design, which emphasizes curricular planning with the "end in mind". This connects with our district instructional framework in the following ways:

- Creating quality assessments that are aligned with TEKS for the course and are based on data gathered by instructors over time
- Flowing from the assessments, instructors create challenging and equitable activities for their courses that provide student choice, opportunities for academic discourse, and opportunities to master lesson objectives through individualized instructional models.
- Follow-up instruction with dedicated PLCs provides teachers the opportunity to discuss not only previously taught lessons but also analyze data gathered to make informed decisions about future lessons and student interventions.

This process is all done through a coordinated effort of building relationships which allows for teachers, co-teachers, administrators, and all other stakeholders to ensure that students have a learning environment that is safe, equitable, and informed not only for the teacher, students, and parents as well. This is accomplished through initiatives such as mentoring programs for teachers and students, consistent parent contact over time, and a consistent campus environment that students will look forward to learning in every day. This is important in the sense that we can further collaborate with students to develop a comprehensive, effective means for monitoring their academic progress and goal achievement throughout the school term. Our continual analysis of all initiatives and programs allows for real-time intervention campus-wide with buy-in for all campus stakeholders. This makes for a restorative educational system that is responsive to our student's needs.

School Processes & Programs Strengths

- English PLCs met consistently throughout the year.
- We laid the groundwork for the continuation of learning lunches.
- Our robotics program (5th state championship)
- CTE earned many certifications and fine arts earned a number of awards.
- Started trailer courses for ELA 1, World Geography, and Algebra 1

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A lack of a comprehensive, cohesive, discipline plan implemented unilaterally across the campus. **Root Cause:** Due to the lack of consistent administrative leadership throughout the year, an uneven discipline standard has developed across the campus, which has mutated into a partial breakdown of the discipline system. We desire a clear discipline expectations at the outset of the school year, with a buy-in and implementation of the expectations by the entire campus overall.

Problem Statement 2: Professional Development of new & existing staff on current campus initiatives/procedures. **Root Cause:** Currently, staff has been provided minimal professional development in the areas of blended learning, PLC protocols and procedures, DDI processes, campus culture, security, and discipline. We desire for the staff are routinely afforded opportunities for professional development for ongoing campus initiatives, procedures, and policies. This could be attained through learning lunches,

Problem Statement 3: The campus over the past year has experienced a decrease in PLC meetings/occurrences overall. **Root Cause:** Due to the campus being understaffed at the

beginning and throughout the school term, teachers were incentivized to take on more students and more teaching sections, which meant giving up PLC periods in the process. We desire for the campus even in an understaffed situation would leave PLC planning periods as the last item to use to address campus understaffing. Utilizing alte

Perceptions

Perceptions Summary

Panoramic 2023 Staff Survey (134 responses)--see attachment

Teachers were assessed on the following areas: Well-being, School Climate, Professional Learning, Educating All Students, Cultural Awareness , Action Belonging

- School climate results (how respectful are the relationships between staff/students and how enthusiastic are students about being in school) are 28% compared to 47% for the district
- Professional Learning score was lower (31%) compared to the district (44%)
- Cultural Awareness and Action score was much lower (36%) than the district (51%)
- Belonging (how connected one feels to other adults at the school) was somewhat lower (44% than the district (53%) 34% of parents stated that their child(ren) like school 20-21% agreed that "most students at my school are motivated to learn" and "enjoy learning"
- There was a significant increase in staff reporting being harassed for a variety of reasons (gender identity, physical appearance, etc.)
- Questions related to counseling support dropped 4-8%

Teacher Well-Being (job satisfaction) is similar to the district (53% compared to 55%)	Educating all students (interacting with students from a different culture) scores were high (80%) and similar to the district's (84%)	12% increase over last year with parents agreeing that students are proud to attend HHS	25% increase over last year with parents agreeing that HHS sets high expectations for student achievement	Over 3/4 of parents agree that there are enough and quality extracurricular activities for students	99% of the teachers report they have positive relationships with students	83% of teachers agree that their colleagues care about them	There was an average of 20% growth with the questions about administrators supporting students and staff	14% more parents agreed with the statement "I am comfortable using school provided mental health resources and supports."
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Perceptions Strengths

Though there has been a great deal of changes in the staff and faculty makeup over the last three years, there is still a feeling that we are in this together. Educators desire to work together to get HHS to continue to move in the right direction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of positive climate and culture on campus for all stakeholders. **Root Cause:** Continuous change in leadership over the past three years. In 2022-23 over 60 new teachers, counselors, and AP's were hired No comprehensive training on cultural proficiency and inclusiveness for students and staff No comprehensive plan to build a positive culture and climate for students and staff.

Priority Problem Statements

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data


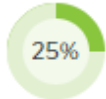
- Processes and procedures for teaching and learning, including program implementation







Goals

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

Performance Objective 1: Increase the percentage of students and exams scoring 3+ on Advanced Placement (AP) exams to 60% by July 2024.







Evaluation Data Sources: AP Results





Strategy 1 Details	Reviews			
<p>Strategy 1: AP teachers will evaluate instructional planning reports and craft student learning outcomes based on areas of need.</p> <p>Strategy's Expected Result/Impact: Completed action plans for each AP exam subject</p> <p>Staff Responsible for Monitoring: AP Assistant Principal</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue implementation of multiple curricular items (Springboard & other AP-level materials) within Pre-AP Geometry, Pre-AP Algebra 2, and Pre-AP Precalculus courses as a means to better prepare students for advanced math and align more closely with expected outcomes on AP exams.</p> <p>Strategy's Expected Result/Impact: Increased retention of students in advanced math classes as shown in course requests for 2022-23.</p> <p>Staff Responsible for Monitoring: Principal, Math Assistant Principal, Math Instructional Specialist</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure all teachers teaching AP or pre-AP attend an AP summer institute at least once every three years.</p> <p>Strategy's Expected Result/Impact: Completed staff development schedule for all AP/pre-AP teachers</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize AP Classroom within the College Board site, including the Personal Progress Checks and Question Bank.</p> <p>Strategy's Expected Result/Impact: Improved performance on each subject level AP exam over previous year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, AP Assistant Principal, and Department Heads</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</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 2: Implementation and creation of innovative instructional models.






Strategy 1 Details	Reviews			
<p>Strategy 1: The math department will complete a book study using the Thinking Classroom. Strategy's Expected Result/Impact: Teachers will gain strategies to help them learn how to allow students to struggle productively. Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches and Math Department head.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage in 12-18 months of ECHS planning in order to recruit the first 9th-grade ECHS cohort. Strategy's Expected Result/Impact: To provide more opportunities for students to obtain post-secondary credits, certifications, and/or degrees. Staff Responsible for Monitoring: Principal, Assistant Principal over ECHS.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: HHS will increase staffing and support for ESL programming to meet the needs of our increased number of newcomer students, including an additional ESL teacher, and a newcomer case manager. We will also be adopting the monthly parent engagement program, Camino Al Exito, to support families transitioning to US schools. Strategy's Expected Result/Impact: To ensure our newcomers are successful in their transition into US schools. Staff Responsible for Monitoring: Principal, Associate Principal, New Comer case manager, District staff</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: The LOTE department will implement a longer BOY review unit in upper-level classes and adjust YAGs to incorporate units that were not effectively covered during distance learning. IAs from this school year will be compared to IAs of previous years to measure the effectiveness of review efforts. Strategy's Expected Result/Impact: Results from 2nd-semester IAs will be similar to those of the previous year Staff Responsible for Monitoring: LOTE AP, LOTE Department Head</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: The LOTE department will utilize recording software paired with headphones and microphones to increase the student's use of the target language to assist the teacher in giving more precise and individualized instruction and feedback to each student.</p> <p>Strategy's Expected Result/Impact: Increased verbal fluency measured by individual fluency measures compared with the previous year.</p> <p>Staff Responsible for Monitoring: LOTE AP, LOTE Department Head</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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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: Increase the special education passing rate on industry certificates earned by HHS students from 16% to 25% by summer 2024.



Evaluation Data Sources: Perkins Effectiveness Report; Public Education Information Management System (PEIMS) CCMR data


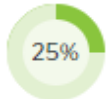






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide study materials for each certification test to testing students within the first 9 weeks of first semester.</p> <p>Strategy's Expected Result/Impact: Increased number of students taking industry certification exams and increased student performance on those exams.</p> <p>Staff Responsible for Monitoring: CTE Director, CTE Assistant Principal</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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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: Increase the percentage of graduating seniors considered College Ready as defined by TEA minus College Prep Courses to 55% by June of 2024.

Evaluation Data Sources: American College Test (ACT), Scholastic Aptitude Test (SAT), Texas Success Initiative (TSI)

Strategy 1 Details	Reviews			
<p>Strategy 1: Algebra 2, Advanced Quantitative Reasoning (AQR), and PreCalculus courses will continue to increase the frequency at which TSI type questions are used in respective courses.</p> <p>Strategy's Expected Result/Impact: All courses listed will include TSI-type questions on interim assessments.</p> <p>Staff Responsible for Monitoring: Math Assistant Principal, Instructional Coaches, Math Department Chair</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All sophomores and juniors will be administered the TSI during the fall and spring semester.</p> <p>Strategy's Expected Result/Impact: College Prep Math rosters will be created from results</p> <p>Staff Responsible for Monitoring: Testing Assistant Principal, College/Career Counselors</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: HHS will increase the number of student who complete their Applied Texas and FASFA applications. College and career counselors will provide incentives for students who complete the applications.</p> <p>Strategy's Expected Result/Impact: Increased amount of scholarships and aid for HHS students over previous year; Increase in percentage of c/o 2024 enrolling direct to college</p> <p>Staff Responsible for Monitoring: Career/College Advisors, Lead Counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: HHS counselors will meet with all students as they enter the high school and throughout their time at HHS, to set up their graduation and career plans. Counselors will meet with students regularly to discuss student academic progress. Parents will be informed of these meetings and their student's progress. In the fall of their senior year, the counselors begin to meet with them to ensure they have all their graduation requirements completed. All seniors will be met with a minimum of once in the Fall semester and twice in the Spring semester.</p> <p>Strategy's Expected Result/Impact: Students will be prepared to move on to post-secondary education.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Lead Counselor, Counselors.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: HHS College and Career Counselors will hold parent information sessions to educate parents such as the credits earned and credits needed to graduate, and what they need to do to prepare for college admissions, several times throughout the school year.</p> <p>Strategy's Expected Result/Impact: Students and parents will have the information needed to process through college applications and financial aid if needed.</p> <p>Staff Responsible for Monitoring: Lead Counselor, College and Career Counselors.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: HHS math department will revamp the College Prep curriculum to better align with the standards being tested on the TSI test, to increase our scores to 50% passing by June of 2024.</p> <p>Strategy's Expected Result/Impact: Increase in TSI Math scores.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Math department lead, College Prep Math teachers</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: HHS College and Career Counselors will increase their presence and communication of events offered for students and parents. They will promote activities via hanging posters in the hall, sending messages on Parent Square, and being visible in the hallways and in the cafeteria.</p> <p>Strategy's Expected Result/Impact: Increase awareness of post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: Lead Counselor, College, and Career Counselors.</p>	Formative			Summative
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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: Increase the percentage of students graduating to 96% and students in special education to 90% for the class of 2024.

High Priority

Evaluation Data Sources: 4 year graduation rate.









Strategy 1 Details	Reviews			
Strategy 1: Counselors have devised a Senior tracking system that will keep up with senior credits. Staff Responsible for Monitoring: Counselors, Principal, Associate Principal	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will also continue to meet with seniors every 6-weeks to discuss the credit obtainment process. Strategy's Expected Result/Impact: Counselors will be able to assist students with information to ensure they are on track to graduate. Staff Responsible for Monitoring: Principal, Lead Counselor, Counselors.	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: HHS will offer Senior Specific credit recovery, with a certified teacher. Strategy's Expected Result/Impact: Students will obtain credit for courses they previously failed to be able to graduate. Staff Responsible for Monitoring: Principal, Associate Principal, and Professional Registrar.	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 4: HHS will increase the number of students who Master grade level expectations on the English 2 EOC examination to 20% by Summer 2024.

High Priority










Evaluation Data Sources: EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: HHS has added an English 1 remedial classes to assist students.</p> <p>Strategy's Expected Result/Impact: To provide targeted instruction in the area of English that will help students be successful in class and English EOC.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, English 1 teacher.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: HHS will offer an option for Saturday school to receive additional support in English 1 and Algebra 1.</p> <p>Strategy's Expected Result/Impact: To provide targeted instruction in the area of Algebra that will help students be successful in class and on the Algebra 1 EOC.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Coaches, Algebra 1 teacher.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
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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: HHS will increase those who Meet Algebra 1 EOC scores to 10%.






Evaluation Data Sources: EOC scores

Strategy 1 Details	Reviews			
<p>Strategy 1: HHS will offer an option for Saturday school to receive additional support in English 1 and Algebra 1.</p> <p>Strategy's Expected Result/Impact: Saturday school will give the students additional opportunities to receive support on English 1 and Algebra 1 concepts.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, English and Algebra Department heads</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: HHS will create an Algebra 1 intervention class.</p> <p>Strategy's Expected Result/Impact: This class will offer students the opportunity to have concepts they missed before to be retaught to ensure mastery.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Math department head, Algebra 1 teacher.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: HHS will have all Algebra 1 students participate in the NWEA MAPS screener a minimum of 3 times a year.</p> <p>Strategy's Expected Result/Impact: The screener will provide a deeper look into where the students are and what they need to be successful, while showing them their growth along the way.</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 3: Foster safe and secure schools free of disruption and in support of social-emotional learning.

Performance Objective 1: HHS will maintain student attendance at 96.0%.








Evaluation Data Sources: End of year Skyward attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: HHS will establish an attendance protocol where the teachers, administrators, and the attendance clerk will reach out to parents as soon as a pattern of absences is seen. Teachers will communicate their concerns to administrators. In extreme cases, assistance from the district Parent Support Specialists will be employed.</p> <p>Strategy's Expected Result/Impact: Maintain an attendance rate of at least 96.0%, and educate parents and students on the importance of attending schools and how attendance affects earning credits.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Associate Principal</p> <p>- ESF Levers: Lever 3: Positive School Culture</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 2: Implement restorative discipline practices to help create a safe climate for faculty and students. By doing so we will increase our school climate survey by 40% at the end of the year.



Evaluation Data Sources: Panorama Spring 2024 Climate Survey










Strategy 1 Details	Reviews			
<p>Strategy 1: The HHS student support counselor and administrators will meet with all students returning from DAEP to ensure an effective transition back to the high school campus.</p> <p>Strategy's Expected Result/Impact: Decreased recidivism for students returning from DAEP</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Hippo Way lessons every six weeks focusing on areas of concern with our students, including respect for self and respect for others, dealing with conflict, and other issues.</p> <p>Strategy's Expected Result/Impact: A minimum of 6 six Hippo Way lessons are held during the year.</p> <p>Staff Responsible for Monitoring: Principal, Hippo Way Committee Chair, Counselors</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a peer mediation program and devise what it will entail by identifying students and curriculum, to be implemented in the school year '24-'25.</p>	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Counselors and the administration team will mediate between students to teach conflict resolution and help to modify behavior long term.</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 1: HHS administration will provide a framework to assist teachers in building their craft and improve teaching strategies that will push students to a higher level of thinking, to increase our retention rate by 20%.

Evaluation Data Sources: Walkthroughs, T-TESS observations



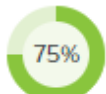
Strategy 1 Details	Reviews			
<p>Strategy 1: Each core department and CTE classes will implement content-level Professional Learning Communities (PLCs) within each department, holding PLC meetings daily in their PLC period.</p> <p>Strategy's Expected Result/Impact: Increased collaboration and alignment within each academic subject and department.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administrators will use the Get Better Faster framework to provide teachers with targeted face-to-face feedback and support leading to effective instructional strategies.</p> <p>Strategy's Expected Result/Impact: Completed list of teacher observation opportunities. Teachers will meet with observers to discuss strategies, lessons, assessments, and ideas. This will improve practices, methods and collaboration.</p> <p>Staff Responsible for Monitoring: Campus Administrators, instructional coaches and district support</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: Continue teacher learning lunches in which Instructional Specialists, district-level personnel and HHS instructors are able to present relevant professional development.</p> <p>Strategy's Expected Result/Impact: Completed calendar of topics offered throughout the year with attendance at each noted. Learning lunches will build teacher knowledge in specifically focused areas.</p> <p>Staff Responsible for Monitoring: Instructional Specialists</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a New Teacher Academy to support new teachers at HHS. Admin will support new teachers with instruction, classroom management, technology, etc.</p> <p>Strategy's Expected Result/Impact: All new staff regardless of years in education are invited to participate in the academy.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Instructional Coaches</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: HHS Principal and Associate Principal will meet weekly with instructional specialists to proactively improve teacher, campus, and instructional progress and concerns.</p> <p>Strategy's Expected Result/Impact: Weekly review teacher/teaching progress as well as concerns with any teachers or teaching practices.</p> <p>Staff Responsible for Monitoring: Instructional specialists and principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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 1: Ensure parent and community involvement events are held in academic, athletic, and parental involvement forums.

Evaluation Data Sources: Campus Calendar, Club information from sponsors.






Strategy 1 Details	Reviews			
Strategy 1: Create a Parent and Family Engagement (PFE) committee.	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Ensure all Parent and Family Engagement (PFE) events are advertised on all social media platforms, emails, and via Parent Square.	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: HHS will assist with the campus Parent Teacher Student Association (PTSA) expanding its membership and scope of activities to provide means for meaningful parental involvement. Strategy's Expected Result/Impact: Increased membership in PTSA in 2022-23 over previous year. Staff Responsible for Monitoring: Associate Principal, Assistant Principals - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: HHS counselors and college/career advisors will hold parent nights to provide parents with information regarding graduation requirements as well as college admission steps and deadlines.</p> <p>Strategy's Expected Result/Impact: Completed sessions in fall and spring</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Career/College Advisors</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: HHS will continue to grow our campus volunteering and mentoring program. The volunteers will consist of HISD Mentoring volunteers, current parents, former parents, and business and community members. Parents will come and assist during lunch duty, be a presence in the hallways, and/or mentor students one-on-one.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</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: HHS will continue to build and maintain partnerships with local post-secondary education institutions.









Evaluation Data Sources: Meetings and visits from local institutions, records of representatives visiting the campus, and speaking with the students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Partnerships will be built with EWCHEC, Temple College, Houston Tillotson, Texas State, and Austin Community College. Representatives will come and speak to the students as well as there will be visits to the institutions.</p> <p>Strategy's Expected Result/Impact: Student achievement increases, each student has someone they are connected to, and students begin to think about their potential and their future.</p>	Formative			Summative
	Nov	Jan	Apr	June
	 50%			
<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 6: Create a culture of equity and safety (belonging) in every district building and in every classroom.

Performance Objective 1: HHS will improve the sense of belonging and well being of the school by 30% based on the end-of-year survey.







Evaluation Data Sources: Panorama Spring 2024 Climate Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus expectations will be shared with all stakeholders. Teachers will be trained through PD, parents will receive the lessons and expectations via Parent Square.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer support for all employees by our district mental health professionals as they need it throughout the year. Strategy's Expected Result/Impact: Allow teachers an outlet to help with mental health issues. Staff Responsible for Monitoring: District counseling team, Mental Health professionals.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Create a culture of equity and safety (belonging) in every district building and in every classroom.

Performance Objective 2: HHS will create a Student Advisory Committee consisting of a wide range of students who will give the principal feedback on their learning and daily school experiences.






Evaluation Data Sources: Student leadership team meetings, agendas, and Google surveys to the selected students.

Strategy 1 Details	Reviews			
<p>Strategy 1: HHS will give the students a voice via student and staff-created surveys. The surveys will be given at least twice a semester.</p> <p>Strategy's Expected Result/Impact: The school climate and culture will be more conducive to learning and enjoyed by the students. Students will earnestly believe they have a voice in their education.</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal</p>	Formative			Summative
	Nov	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Student Advisory Committee will meet with the principal at least once a month during the 2023-2024 school year. During the meetings, students will identify strategies to move the campus and student body forward.</p> <p>Strategy's Expected Result/Impact: The principal obtains the student's perspective on learning, the climate, and culture. The principal utilizes the data to improve the student learning experience.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</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 6: Create a culture of equity and safety (belonging) in every district building and in every classroom.

Performance Objective 3: HHS will create a strong mentoring and volunteering presence to help increase the sense of belonging by 20% by May 2024. The mentors/volunteers will consist of HISD Mentoring volunteers, current parents, former parents, and business and community members.

Evaluation Data Sources: Panorama Spring 2024 Climate Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: HHS will create a mentoring program for male and female students where activities include morning, lunch, and/or after-school meetings. The volunteers will consist of HISD Mentoring volunteers, current parents, former parents, and business and community members.</p> <p>Strategy's Expected Result/Impact: Student achievement increases, each student has someone they are connected to, and students begin to think about their potential and their future.</p>	Formative			Summative
	Nov	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Hutto High School

Total SCE Funds: \$163,247.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Ensure all students who are at-risk of dropping out of school receive intervention during class, campus intervention time, or pull-out with an interventionist. HHS has two campus instructional coaches. One is Wayne Christmas, and the other is vacant.

Personnel for Hutto High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cheryl Frazier		1
Wayne Christmas	Teacher	1