



**Family Engagement Playbook  
Hutto High School  
2024-2025**



**HHS Vision**

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

**HHS Mission**

Hutto High School inspires excellence in academics, character, and community.

**HHS Motto:** *Rowing in Excellence Together!*



**2024-2025 Campus Goals**  
**“The Intentional 2”**

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

<b>HHS Family Engagement Vision Statement</b>
At Hutto High School, we are committed to cultivating partnerships with parents, students, staff and the HISD community through communication, collaboration and cultural awareness.

<b>Priority Focus Areas</b>		
Culture	Communication	Connections

**Effectiveness of Family Engagement<sup>1</sup>**

The evidence is consistent, positive, and convincing: families have a major influence on their children’s achievement in school and through life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Many studies found that students with involved parents, no matter what their income or background, were more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs.

<sup>1</sup> Excerpt from [Mapp, K. and Henderson, A. \(2002\). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: SEDL.](#)

- Be promoted, pass their classes, and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to postsecondary education.

Additionally, schools that succeed in engaging families from very diverse backgrounds share these key practices.

They:

- Focus on building trusting collaborative relationships among teachers, families, and community members.
- Recognize, respect, and address families’ needs as well as class and cultural differences.
- Embrace a philosophy of partnership where power and responsibility are shared.

## Focus Area 1: Culture

Family engagement is the process we use to build genuine relationships with families. Positive relationships with families promote strong parent-child relationships, family well-being, and better outcomes for children and families. Understanding the cultural beliefs, values, and priorities of families is key to the family engagement process.

“The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to the notion of families as a foundational core component to improvement.”<sup>2</sup>

Sample research-based strategies:

- Home visits
- Parent and Family engagement Nights
- Funds of Knowledge Inventory

<b>Growth area</b>	Developing a safe, welcoming, positive, supportive Climate and Culture at the HHS.
<b>Vision</b>	Create a trusting environment and relationships for all cultures and ethnicities.
<b>S.M.A.R.T. Goal (CIP connection)</b>	<ul style="list-style-type: none"> <li>● Campus expectations training for all HHS staff.</li> <li>● Campus expectations explicitly taught to students and shared with parents.</li> <li>● Hold Parent informational sessions each month.</li> <li>● Camino El Exito event.</li> <li>● Get a baseline during the first meeting and grow 15% to 20% each following date.</li> <li>● Lists of event dates and focus areas.</li> </ul>

<sup>2</sup> “Engage Every Family: Five Simple Principles” Steve Constantino

<b>Roles &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>● School hosts meetings specifically to inform specific demographics (ex. EB parents and EB teachers will assist with getting the word out).</li> <li>● Connect families with resources in the community and in the school district.</li> <li>● Include district Parent Engagement Specialists to attend the meetings.</li> <li>● Counselor implements the school support dog program.</li> </ul>
<b>Policies &amp; standard operating procedures</b>	<ul style="list-style-type: none"> <li>● Engaging all stakeholders in community building.</li> <li>● Teachers in best practices and relationship building.</li> <li>● Administration to provide direction, guidance and support to faculty, staff and students.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Conduct home visits.</li> <li>● Advertise via email and Parent Square about upcoming events.</li> <li>● Have meetings in the community neighborhoods.</li> <li>● Have books in the library which represent all cultures.</li> <li>● Celebrate all cultures through pictures/representation on walls throughout school.</li> <li>● Host Camino Exito.</li> <li>● Hispanic-Latino literature program (Bilingual books).</li> <li>● Host a multi-cultural event.</li> <li>● Host a Black History Month Program.</li> <li>● How to get your kid on the right path, Academics, Drivers Lic, Credits, Skyward, How to get involved.</li> <li>● Be sure to include childcare for the families.</li> <li>● Ensure educators respect all family structures.</li> <li>● Recognize, acknowledge, and celebrate.</li> <li>● Cultural talent shows and “a taste of countries night”; Holidays around the world.</li> </ul>

## Focus Area 2: Communication

“Ensure that communication between schools and families is consistent, proactive, responsive, and inclusive throughout the year. Experts stressed that communication between parents and schools needs to be consistent throughout the year and not occur only during open houses or semi-annual parent-teacher meetings, or when a child is experiencing an academic or behavioral problem. Instead, interactions should be regular and reliable; be responsive and respectful of each other’s questions and concerns; and include data about individual students, as well as information about how to improve student learning that is comprehensible and actionable for parents. Many experts suggested that all materials should be translated for non-English-speaking parents, and a few suggested surveying parents at the beginning of the year to determine their preferred method of communication.”<sup>3</sup>

<b>Growth area</b>	At the HHS, we seek to provide clear, accurate, and timely communication between the school and home.
<b>Vision</b>	Rowing with excellence, together is our campus motto (created 23-24). A team must communicate effectively to row efficiently.
<b>S.M.A.R.T. Goal (CIP connection)</b>	<ul style="list-style-type: none"> <li>● By 9/16/24, each teacher will have communicated via phone call or email with each of their 3rd period students. All teachers will have made contact home.</li> <li>● Parent teacher conferences will be held on an as needed basis and on the district designated days.</li> <li>● Goal 7, PO 1 Strategy 2: Communication between school and home.</li> <li>● Goal 7, PO 1 Strategy 3: Donuts with Dr. Whitfield.</li> </ul>
<b>Roles &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>● Administrators holding teachers accountable for effectively communicating with parents and guardians; monitor the parent log.</li> <li>● Digital media specialists help to disseminate information via the HHS webpage, Facebook, Twitter, etc.</li> <li>● Principal communicates with parents via the HHS webpage, Parent Square, Twitter, and the HHS Facebook page.</li> <li>● Administrators communicate with parents (good news calls and discipline).</li> <li>● Academic and mental health counselors communicate about academics, schedule changes, social and emotional needs.</li> <li>● HHS teachers communicate with parents about their students (HHS Contact log).</li> <li>● HHS teachers communicate effectively amongst their teams about students.</li> <li>● Administrative team hire bilingual staff.</li> <li>● Counselors reach out to parents of students who are unsuccessful every six weeks.</li> <li>● Attendance clerk reach out to parents of students who are chronically absent.</li> </ul>

<sup>3</sup> Pineau, M.G., L’Hôte, E., Davis, C., & Volmert, A. (2018). Beyond Caring: Mapping the Gaps between Expert, Public, Practitioner, and Policymaker Understandings of Family, School, and Community Engagement. Washington, DC: FrameWorks Institute.

<b>Policies &amp; standard operating procedures</b>	<ul style="list-style-type: none"> <li>● Pull informational reports in Skyward.</li> <li>● Active presence on Social Media Facebook, Twitter etc.</li> <li>● Communicating with families if a student has a behavioral concern/infraction.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Be intentional with the communication.</li> <li>● Use the district phone technology to reach out to parents in a way they are comfortable with using and more likely to respond to.</li> <li>● Use text apps that can translate the messages when they receive a text.</li> <li>● Be transparent with communication.</li> <li>● Send out weekly newsletters to staff- HHS Weekly News.</li> <li>● Send communication to parents on an as needed basis and be sure it is not too often - be consistent! - Principal Update and message via Parent Square.</li> <li>● Send communication to students via Parent Square and over the PA.</li> <li>● Get the kids involved with conveying the information.</li> <li>● Create a social media presence (webpage, Twitter, Facebook).</li> <li>● Teach teachers how to engage in positive conversations with parents regardless of what the nature of the call is.</li> <li>● Utilize the teacher TEAMS to reach out to students and families.</li> </ul>

### Focus Area 3: Connections

“Initiate engagement early in the school year. Many experts emphasized the importance of practitioners and parents meeting at the beginning of the school year (or earlier) to discuss children’s strengths and needs, inaugurate teachers’ knowledge of each student and their learning style, and to agree on goals for their children/students. These early interactions establish school-family relationships and collaboratively set expectations for their respective roles in helping children achieve their goals.”<sup>4</sup>

Build respectful, trusting relationships. This serves as the foundation for learning, responsibility, and motivation. If families have experienced a history of mistrust with schools, they are unlikely to participate even when incentivised. Meaningful relationships and trust make the difference.<sup>5</sup>

<b>Growth area</b>	At the HHS, we seek to take a proactive approach to meeting the behavioral, academic, and social emotional needs of our students.
<b>Vision</b>	All stakeholders take an active role in this proactive approach. Key personnel from NGC, and HHS meet to discuss the needs of each high needs student. The goal is to learn the story behind the data, to work collectively with ISD personnel and parents/guardians to create plans to help the student be successful at the HHS.

<sup>4</sup> Pineau, M.G., L’Hôte, E., Davis, C., & Volmert, A. (2018). Beyond Caring: Mapping the Gaps between Expert, Public, Practitioner, and Policymaker Understandings of Family, School, and Community Engagement. Washington, DC: FrameWorks Institute.

<sup>5</sup> Mapp, K. and Kuttner, P. (2013). Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships. Austin, TX: SEDL.

<b>S.M.A.R.T. Goal (CIP connection)</b>	<ul style="list-style-type: none"> <li>• Ninety-five percent (95%) of NGC students will transition to Hutto High School as sophomores by the end of the 2024 Spring Semester.</li> <li>• Identify NGC students who have had concerns during their freshman year and take proactive measures.</li> </ul>
<b>Roles &amp; Responsibilities</b>	<ul style="list-style-type: none"> <li>• HHS administration, counselors and BaSE educators will meet with HMS and FMS personnel to discuss high needs students prior to transitioning to the HHS.</li> <li>• HHS administration, counselors and BaSE educators will meet with HHS personnel to discuss high needs students prior to transitioning to HHS.</li> <li>• HHS administrators and counselors will meet with parents/guardians to discuss how parents can help their student(s) be successful at HHS.</li> <li>• HHS meet with HHS personnel to let them know students of concerns they will receive.</li> <li>• Work with E3 Alliance to assist students with attendance and to get parents and community members involved in the educational process.</li> </ul>
<b>Policies &amp; standard operating procedures</b>	<ul style="list-style-type: none"> <li>• Provide transition plans for 9th to 10th grade students.</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>• Hold proactive teacher and parent meetings of our students who are receiving special education services (ex. 504, SPED, BASE, EB, Dyslexic) and/or who are expressing behavioral concerns.</li> <li>• Create parent organizations (ex. PTSA)</li> <li>• Create mentoring programs (one-on-one and group programs); male (Iron Sharpens Iron) and female (SHINE) specific</li> <li>• NGC to HHS transition procedures created</li> </ul>

### HHS Family Engagement Traditions

1. Summer “SOPHOMORE Camp”
2. Parent “SOPHOMORE Camp”
3. Having a strong PTSA presence where the PTSA hosts events for our faculty and staff and for students
4. Parent/Community meetings - Parents participate in a series of meetings where they learn what to expect for their student from the 10th -12th grade and how they can support their student throughout their high school years and beyond.
5. Parents are welcomed on campus (ex. eating Lunch with their students, sitting in classes, volunteering on campus, etc. )
6. Donuts with Dr. Whitfield
7. Celebrate Academic Excellence on a regular basis
8. Hosting community and district events on our campus

# HHS Family Engagement Calendar

Month	Engagement Activities	Focus Area	Desired Outcome
July	NA	NA	NA
August	Hippo Camp (incoming sophomores and parents)	Parents and students meet the HHS staff and are exposed to student expectations and opportunities for success	Parents and students feel welcomed by the HHS Family and learn about how students can be successful at HHS
September	Open House	Parents have an opportunity to walk their student's schedule and meet their teachers.	Bridge the connection between parent and teacher to benefit the student outcomes.
	Senior Parent Meeting	Share information about senior year	Students and parents understand the expectations and time lines of senior year
	PTSA Organizational Meeting	PTSA membership push/increase	Increased number of PTSA members
	PTSA Lunch and Learn	Parents come in and interact with the students	Increase parental presence on campus;



	Homecoming	HHS traditions and school spirit	students learn new skills  Parents and students are exposed to HHS traditions and school spirit
October	4th - College Field Trip-Texas State University  11th - PSAT (During fall break for Temple College)  26th - College Fair in Cafeteria  PTSA Lunch and Learn  Academic Celebration - 1st & 2nd 6 weeks Honor Roll	College experience, expectations  Administer PSAT  Student exposure to colleges & universities  Parents come in and interact with the students  Parents and students celebrate student success	Students learn about the college experience and plan accordingly  Students learn about their strengths and areas of growth for SAT  Students learn about college and university options and expectations  Increase parental presence on campus; students learn new skills  Students continue to do well academically
November	13th - ASVAB Testing	Administer ASVAB	Measure aptitude and skills which can be used to help predict future

	<p>27 - 30th FAFSA (create FSA ID) in Economics/Government Classrooms</p> <p>EB Student/Parent Thanksgiving Dessert Get Together</p>	<p>Create FSA ID</p> <p>EB Parents come into the school and interact with each other and the HHS Family.</p>	<p>academic and occupational success</p> <p>Prepare families to complete FAFSA</p> <p>Introduce Thanksgiving American traditions to our EB students and their families. Allow EB families to feel comfortable and let them know they are welcome at the HHS. An opportunity for the parents to network.</p>
December	<p>9th - FAFSA Saturday</p> <p><i>Parent Square Information for End of Semester (Finals, Exemptions, Credits, etc)</i></p>	<p>Provide information about FAFSA</p> <p><i>End of Semester</i></p>	<p>Prepare families to complete FAFSA</p> <p><i>Parent understand how the semester works with credits</i></p>
January	<p>9th - Junior Parent Meeting</p>	<p>Provide parents with information about senior year</p>	<p>Parents will become informed about senior year expectations</p>

February	<p>5-9th - English III Junior Classroom visits 12 - 16th - World History Sophomore Classroom visits</p> <p>21-23rd - TSI Testing for Dual Credit Applicants</p> <p>23rd - Temple College Preview Day <i>Tentative Date</i></p>	<p>Provide students with information about the next grade level</p> <p>Administer TSI</p> <p>College experience, expectations</p>	<p>Students will become informed about next grade level's expectations</p> <p>Students will qualify for dual credit courses</p> <p>Students learn about the college experience and plan accordingly</p>
March	<p>4 - 7th - Schoolwide TSI Testing (or 11th and 12th)</p> <p>TBD - SAT School Day</p> <p>Celebrate the Military Students</p>	<p>Administer TSI</p> <p>Administer SAT</p> <p>Parents and students are recognized</p>	<p>Students will qualify for dual credit courses</p> <p>All students will earn at least a 480 in Reading/Writing and 530 in Math to meet CCMR criteria Students and families feel seen and valued</p>
April	<p>2nd - ASVAB Spring Testing Date</p>	<p>Administer ASVAB</p>	<p>Measure aptitude and skills which can be used to help predict future academic and occupational success</p>

	<p>22nd - 26th College Signing Week <i>Possible Pep Rally</i></p> <p>PTSA Lunch and Learn</p>	<p>Recognize students who have enrolled in college</p> <p>Parents come in and interact with the students</p>	<p>Students feel seen and valued for being accepted into college</p> <p>Increase parental presence on campus; students learn new skills</p>
May	<p>20th or 22nd - Senior Signing Day</p> <p>21st - Senior Awards Ceremony</p> <p>PTSA Lunch and Learn</p> <p>Academic Celebration - 4th &amp; 5th 6 weeks Honor Roll</p>	<p>Recognize students who have enrolled in college and/or trade</p> <p>Recognize seniors who have earned success in various areas</p> <p>Parents come in and interact with the students</p> <p>Parents and students celebrate student success</p>	<p>Students feel seen and valued for being accepted into college and/or workforce.</p> <p>Students feel seen and valued for their successes</p> <p>Increase parental presence on campus; students learn new skills</p> <p>Students continue to do well academically</p>

June	N/A		
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**\*Orchestra, drama, theater concerts are throughout the year. (ex: Orchestra Winter Concert, Choir Winter Fest, Musical Theater Showcase).**

**FYI**

- TSI Test Dates
  - 1st Semester - Every Tuesday from September through November
  - 2nd Semester - Once a month from January through April with the exception of March due to schoolwide TSI testing (second Tuesday of each month)
  - January 9th
  - February 13th
  - April 9th
- College Reps
  - College reps reach out to College and Career Advisors throughout the year and we schedule them accordingly.
  - We anticipate the Army, Navy and/or Marines will set up weekly in the cafeteria for recruiting purposes.