Hutto Independent School District

District Improvement Plan

2024-2025

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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

Located in the Austin-Round Rock metropolitan area within Williamson County, the district serves a diverse and growing population of 10,633 students. The district includes seven elementary schools, three middle schools, one 6A high school, a Ninth Grade Center, an alternative high school, and a DAEP (Disciplinary Alternative Education Program) campus. With the community expanding, an eighth elementary school is under construction, along with renovations to the high school to meet the needs of a rapidly increasing student body.

The district's growth is largely driven by the availability of affordable housing and convenient access to major highways, attracting new families to the area. Currently, there are 23 active subdivisions under development, with 17 additional subdivisions in the planning stages. In particular, groundwork is underway on more than 3,400 lots within eight subdivisions, signaling continued expansion in the coming years.

As of September 30, 2024, the student demographic breakdown reflects the district's rich diversity. Hispanic students make up the largest ethnic group, accounting for 47.3% of the population, followed by White students at 27.5%, African American students at 13.7%, and Asian students at 4.3%. Additionally, 6.6% of students identify as being of two or more races, while less than 1% are American Indian, Alaska Native, Native Hawaiian, or Pacific Islander. Reflecting this diversity, over 40 languages are spoken across households in the district.

The district also serves a significant number of students facing additional challenges. Nearly 44.2% of students are economically disadvantaged, 16.54% receive special education services, and 17.41% are emergent bilinguals. Furthermore, 39.07% of the student population is considered at risk, emphasizing the district's commitment to providing support and resources to meet the diverse needs of all its students.

The district's strengths lie in its growing, diverse student population and its strategic location in the Austin-Round Rock metropolitan area, which attracts families through affordable housing and convenient highway access. With 47.3% of students identifying as Hispanic and over 40 languages spoken districtwide, the community's cultural richness is a key asset. Additionally, the district is actively expanding its facilities to accommodate rapid growth, including the construction of a new elementary school and high school renovations. The district's commitment to serving diverse needs is evident, with strong support for emergent bilinguals (17.41%) and students receiving special education services (16.54%).

Achievement Summary

As of September 30, 2024, the district is still awaiting the release of the 2024 State Accountability A-F ratings due to pending litigation. In 2022, the district earned an overall rating of "B," with a score of 79, indicating solid academic performance, though recent data reveals some areas of concern.

Reading and Language Arts (RLA) scores for Grades 3-8 in 2024 showed slight declines across all achievement levels compared to 2023. Notably, 77% of students achieved "Approaches" or higher, a 2% drop, while 53% met the "Meets" standard (a 1% decline), and 14% achieved "Masters" level, representing a 4% decrease. In End-of-Course (EOC) English I and II exams, performance also dipped, with English II showing the most significant decrease at the "Meets" level, dropping 9%.

Mathematics performance in Grades 3-8 also saw varied results. While the "Approaches" level declined by 4%, the "Meets" level improved slightly by 1%. Algebra I performance was strong among 8th-grade students, with over 90% meeting the "Approaches" level and over 60% reaching the "Meets" standard. However, the Ninth Grade Center saw a sharp 8% decline at the "Approaches" level but a notable 12% increase in the "Masters" level.

Science scores reflected more significant declines across all achievement levels in Grades 3-8, with the "Meets" level seeing the largest drop of 7%. Similarly, **Social Studies** results

showed decreases, with a 2% decline in the "Approaches" level and a 3% decrease at the "Meets" standard.

Despite these declines, the district maintained a **College, Career, and Military Readiness (CCMR)** rate of 74% for both the Class of 2022 and the Class of 2023. Key indicators of success include 89% of students meeting TSI criteria in at least one area of Reading and Language Arts (RLA) and 62% meeting the criteria in Mathematics.

TELPAS data for 2024, which tracks English proficiency among emergent bilingual students, showed that 54.63% of students scored at the "Advanced" or "Advanced High" levels, reflecting progress in English language development.

Overall, while the district has maintained some strong performance metrics, particularly in Algebra I and CCMR, the recent data highlights a need for targeted improvement in key areas such as RLA and Science across grade levels.

The district demonstrates notable strengths in student learning, particularly in Algebra I, where over 90% of 8th-grade students achieved the "Approaches" standard and more than 60% reached the "Meets" level. Additionally, the district maintained a strong College, Career, and Military Readiness (CCMR) rate of 74% for both the Class of 2022 and 2023, with 89% of students meeting TSI criteria in Reading and Language Arts and 62% in Mathematics. The district also made progress in supporting emergent bilingual students, with over 54% scoring at the "Advanced" or "Advanced High" levels on TELPAS.

District Processes and Programs

Hutto ISD is deeply committed to fostering a whole-child, whole-school, and whole-community approach, focusing on academic achievement, character development, and community engagement. Data-driven equity practices guide annual reviews, ensuring services reach all student groups equitably. Discipline referrals have decreased in recent years, but trends in bullying, substance use, and violence still necessitate continued wraparound services and interventions. Professional school counselors provide essential support across campuses, offering guidance on key issues such as bullying and mental health, while supporting students' academic and post-secondary planning. The district’s curriculum is tightly aligned with state standards and monitored for continuous improvement through a comprehensive management cycle. Despite challenges in areas such as discipline, mobility, and substance use, Hutto ISD remains focused on addressing barriers to learning and ensuring academic and personal growth for all students.

Hutto ISD demonstrates several key strengths in its systems and processes that contribute to a well-rounded approach to student development and achievement:

1. **Data-Driven Equity**: The district’s focus on disaggregating data by student groups ensures that equity of service is prioritized, with annual reviews guiding improvements in outreach and support for all students.

2. **Comprehensive Counseling and Mental Health Support**: Hutto ISD provides a robust counseling program across all campuses, following the Texas Model for Comprehensive School Counseling. This ensures that students receive age-appropriate guidance, crisis intervention, and support in post-secondary planning.

3. **Strong Curriculum Alignment**: The district employs a thorough curriculum management cycle that aligns the written, taught, and tested curriculum with state standards. Regular reviews, vertical teaming, and curriculum revisions ensure that instruction is continually improved based on data and student performance.

4. **Targeted Interventions and Support Systems**: The Multi-Tiered System of Support (MTSS) and specialized programs like the Behavior and Social Education Classroom (BaSE) offer personalized interventions for students, particularly those with behavioral challenges, to help them succeed academically and socially.

5. **Commitment to Professional Learning**: Through structured professional learning communities (PLCs), the district emphasizes continuous improvement in teaching practices by fostering collaboration, internalizing lessons, and using data to drive instruction.

6. **Technology Integration**: Hutto ISD ensures that technology is meaningfully integrated into classrooms to enhance student engagement, while also maintaining an efficient and reliable infrastructure that supports both educational and operational needs.

These systems and processes reflect the district’s commitment to providing equitable, data-driven, and holistic support for all students.

Perceptions

Hutto ISD demonstrates a strong commitment to fostering positive relationships with families through its robust parent and community engagement initiatives. The district's Campus Parent Engagement Playbook serves as a strategic guide for enhancing family involvement, offering targeted programs and classes led by Parent Engagement Specialists on topics such as literacy, safety, and military connectedness. Continuous feedback from parents is encouraged via multilingual surveys and communication tools like ParentSquare, which has significantly improved parent-teacher communication and increased engagement rates to 53%. Volunteerism is also a key strength, with nearly 3,000 volunteers contributing over 21,700 hours across various campuses during the 2024-2025 school year. The district's PFE team, along with strong collaboration from the communications team, ensures parents are well-informed and supported, fostering a positive and connected learning environment that contributes to student success.

Hutto ISD excels in fostering strong partnerships with parents and the community, recognizing their essential role in student success. The district's Campus Parent Engagement Playbook effectively outlines strategies for enhancing family involvement, ensuring that parents are actively engaged in their children's education. Through a variety of parent classes and programs, Hutto ISD addresses key topics relevant to families, while its use of multiple communication channels, including ParentSquare, has significantly improved engagement and satisfaction rates. The impressive volunteer turnout, with nearly 3,000 individuals contributing over 21,700 hours, showcases the community's commitment to supporting local schools. Additionally, the proactive approach of the Parent and Family Engagement team in seeking continuous feedback and fostering collaboration across campuses reinforces a strong support system for students and families. These strengths contribute to a positive school culture and enhance the overall educational experience for students in Hutto ISD.

Demographics

Demographics Summary

District Overview

- Located in Austin-Round Rock metropolitan area, Williamson County
- Current enrollment: 10,633 students
- Facilities: 7 elementary schools, 3 middle schools, 1 senior high school (6A), 1 Ninth Grade Center, 1 alternative high school, 1 DAEP campus
- Under construction: 8th Elementary School, High school renovation

Growth Factors

- Driven by affordable housing and easy access to major highways
- 23 actively building subdivisions, 17 future subdivisions planned
- Groundwork is underway on 3,400+ lots within 8 subdivisions

Demographics (as of 9/30/2024)

- Total enrollment: 10,633students
- Ethnicity breakdown:
    - Hispanic: 47.3% (largest group)
    - White: 27.5%
    - African American: 13.7%
    - Asian: 4.3%
    - Two or more races: 6.6%
    - American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander: < 1%
- Over 40 languages spoken at home across the district
- Economically Disadvantaged: 44.2%
- Special Education: 16.54%
- Emergent Bilingual: 17.41%
- At Risk: 39.07%

Demographics Strengths

1. Addition of Director of Diversity, Equity, and Inclusion

2. Equity and diversity across campuses, all campuses are within 10% of each other in racial and economic diversity. There is no significant disparity in campus economic distributions.
3. Improving representation of underrepresented populations in GT programs
4. Stable special education services across all races/ethnicities
5. Increase enrollment across campuses and age groups.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Tier 1 instruction and programs are not adequate to accelerate instruction for a rapidly growing and diverse student population. **Root Cause:** Teacher curriculum and instructional expectations have not matched the increased demand of the diverse student population.

Problem Statement 2: Tier 1 instruction and programs are not adequate to accelerate instruction for a rapidly growing and diverse student population. **Root Cause:** Schools are served by an increasing number of novice and uncertified teachers, particularly in high need areas including special education and bilingual education.

Problem Statement 3: Resources and support in Hutto ISD do not adequately meet the cultural and linguistic needs of students and families. **Root Cause:** Staffing and training have not adapted to the diversified population of Williamson County.

Student Achievement

Student Achievement Summary

State Accountability Ratings

- 2024 State Accountability A-F ratings have not been released as of 9/30/2024 due to pending litigation.
- 2022 District rating: B (overall STAAR academic performance: 79)

Reading and Language Arts (RLA)

- Grades 3-8 RLA achievement (2024):
  - Approaches or higher: 77% (-2% from 2023)
  - Meets or higher: 53% (-1% from 2023)
  - Masters Grade Level: 14% (-4% from 2023)
- Notable changes:
  - Slight decreases in all categories of achievement for RLA 3-8
  - Greatest decrease at the masters level of achievement.
- EOC ELA 1 (first-time testers):
  - Approaches: 15*% (* -1% point change from 2023)
  - Meets: 44*% (*-5% point change from 2023)
  - Masters: 16*% (*+1% point change from 2023)
- EOC ELA 2:
  - Approaches: 15*% (*-1% point change from 2023)
  - Meets: 47*% (*-9% point change from 2023)
  - Masters: 5*% (*-0.5% point change from 2023)

Mathematics

- Grades 3-8 Math achievement (2024):
  - Approaches or higher: 69% (-4% decrease from 2023)
  - Meets or higher: 39% (+1% increase form 2023)
  - Masters Grade Level: 14% (-1% decrease from 2023)
- Notable changes:
  - Very slight increase in performance at the meets level in mathematics.
  - Most significant decrease at the approaches level.

- Algebra I (8th grade):
  - Both middle schools: >90% Approaches, >60% Meets, >30% Masters
- Algebra I (NGC):
  - Approaches: 38*% (*-8% point change from 2022)
  - Meets: 21%*% (*0% point change from 2022)
  - Masters: 18%*% (*+12% point change from 2022)

Science

- Grades 3-8 Science Achievement (2024)
  - Approaches or higher: 78% (-3% decrease from 2023)
  - Meets or higher: 47% (-7% decrease from 2023)
  - Masters Grade level: 18% (-4% decrease from 2023)
- Notable Changes:
  - Significant decreases in all achievement bands in science.
  - Most significant decrease at the meets performance level.

Social Studies

- Grade Achievement (2024)
  - Approaches or higher: 75% (-2% decrease from 2023)
  - Meets or higher: 47% (-3% decrease from 2023)
  - Masters Grade Level: 23% (-2% decrease from 2023)

College, Career, and Military Readiness (CCMR)

- Class of 2022: 74% earned CCMR indicator
- Class of 2023: 74% to earn CCMR indicator
- Indicators:
  - Met TSI Criteria in both RLA and Math: 61%
  - Met TSI Criteria for at least one indicator in RLA: 89%
  - Met TSI criteria for at least one indicator in Mathematics: 62%
  - Met Criteria on an AP/IB exam: 18%
  - Earned at least 3 hours dual credit in RLA or Math or 9 hours in any subject: 10%
  - Earned an associate degree: 2%

- Complete OnRamps course: 0%
- Special Ed with Advanced Diploma Plan: 7%
- Earned an IBC: 31%
- Enlisted in US Armed Forces: 1%

TELPAS (2024)

- Advanced High:17.78%
- Advanced: 36.85%
- Intermediate: 32.94%
- Beginning: 12.43%

Student Achievement Strengths

1. Overall, students who achieve the masters level mostly maintain that level of performance.
2. Slight increase in performance at the meets level in mathematics.
3. Significant increase in Algebra students achieving a level of mastery.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Economically disadvantaged students underperform in all subject areas. **Root Cause:** Tier 2 instructional strategies to ensure accelerated instruction are not meaningfully differentiated in a way that accelerates student learning in critical need areas.

Problem Statement 2: Emergent bilingual students underperform in all subject areas. **Root Cause:** Adequate intervention strategies including academic vocabulary instruction and reading comprehension strategies are not delivered consistently.

Problem Statement 3: Student declines are greatest in science. **Root Cause:** Continuum on understanding of science concepts between assessed grade levels and non-assessed grade levels is not as rigorous and does not include enough hands-on investigation of scientific concepts.

Problem Statement 4: Student performance in most achievement bands showed a slight decline from 2023. **Root Cause:** Tier 1 instruction has not adapted to the level of rigor required for students to accelerate or maintain performance at a higher achievement standard.

District Culture and Climate

District Culture and Climate Summary

Hutto ISD's commitment to the whole school, whole community, and whole child is expressed through our mission statement: Hippo Nation inspires all students to excel is to inspire students to excel in academics, character, and community.

Equity of service is ensured by disaggregating data by student groups with annual presentations to the school board on progress toward goals to improve equity and outreach.
Classroom management and disciplinary trends show a decrease in overall referral rates.
Data on bullying, drug prevention, violence, and other issues indicates a continued need for wraparound services and intervention.
Behavior trends, discipline referrals, and mobility rates impact learning outcomes, with systems in place to address challenges.

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. Procedures to support students during transitions from one grade or campus to the following include individual advising, visits to the next grade level campus, and curricular fairs.

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
regularly provides the TSI and the PSAT/NMSQT to students in grades 10-11, and provides 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. 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 and monitors, reviews, and responds to safety concerns and student needs. Hutto ISD partners with several organizations in our community to support students and staff. While this is the fourth 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 organization experienced staffing shortages that decreased their ability to provide direct services to youth in Hutto ISD. The 23-24 school year saw increased placements in DAEP due to HB 114 requiring a mandatory placement for e-cigarettes (nicotine).

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 had access to their grade level or school counselors at all times.

Discipline Data (August-May, SY23-24)

Student Groups	District Enrollment %	% of Referrals
Economically Disadvantaged	44%	59%
African American	14%	22%

Student Groups	District Enrollment %	% of Referrals
Hispanic	47%	48%
Two or More	7%	9%
White	28%	25%

Year	**Number of Referrals**	**Number of enrolled students**	**Referral Rate (# of referrals/ # of students)**	**Number of unique students with referrals (% of district total enrollment)**
2018-2019	2469	7592	.325	1222 (16%)
2019-2020*	1298	8167	.159	1040 (13%)
2020-2021*	1246	8534	.146	720 (8%)
2021-2022	3436	9185	.374	1324 (14%)
2022-2023	3351	9783	.342	1465 (15%)
23-24 SY	3418	10,202	.335	1407 (14%)

Incident Type	# of Referrals Aug.- April 21-22	# of Referrals Aug.- April 22-23	23-24
Physical aggression toward another student	341	422	526
Disruption of the learning environment	269	343	354
Insubordination	168	267	361
Bus Referrals	111	248	
Cut Class	175	230	224

Incident Type	# of Referrals Aug.- April 21-22	# of Referrals Aug.- April 22-23	23-24
Rude to student	158	90	118
Possessed, sold, used controlled substance	106	94	27+143
Possession, purchase, use of tobacco	104	42	
Fighting/ mutual combat	65	70	150

August 2022-April 2023:
187 total placements at our Disciplinary Alternative Education Placement (DAEP) campus
14 carried over from May 2022
112 are mandatory placements - 60%
75 are discretionary placements - 40%

Total 272 for 23-24 59% were THC vape or nicotine vape
218 Mandatory - 80%
54 discretionary - 20%

Formal Bullying Investigations Hutto ISD

	2019-2020 (Closed in March for COVID)	**2020-2021** (COVID)	**2021-2022**	**2022-2023**	**2023-2024**
District Total # of formal investigations/complaints	63	29	40	45	59
# found to be **BULLYING** based on investigation	10	4	16	24 (53%)	24 (41%)
# found **NOT TO BE** BULLYING based on investigation	53	25	24	21	32 (3 inconclusive)

District Culture and Climate Strengths

- Discretionary disciplinary placements decreased by 28% from 22-23 to 23-24
- Rate of referrals per population continues to decline
- The incidence rate of bullying decreased by over ten percentage points from 22-23 to 23-24.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Mandatory disciplinary alternative education placements increased by 95%. **Root Cause:** Ease of access to THC and nicotine vape products .

Problem Statement 2: Disproportionate number of referrals for economically disadvantaged students. **Root Cause:** Limited community access and systems to provide wraparound services.

Problem Statement 3: There is a high need for mental health services for staff in our district, which affects their efficiency and effectiveness as professionals. **Root Cause:** Limited resources to connect staff with professional support in the community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The mission of Human Resources 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 developing and inspiring 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 2023-2024 as of Winter PEIMS Submission are as follows:

Race	Staff	Teacher	Student*
Asian/Pacific Islander	2.0%	2.0%	3.9%
Black	10.0%	8.0%	13.1%
Hispanic	32.0%	23.0%	46.8%
Native/American Indian	<1%	<1%	<1%
White	55%	67.0%	28.7%
2 or more races	NA	NA	6.9%

While our teaching demographics do not fully reflect our student demographics, we have shown growth in our number of Asian Pacific Islander, Black, and Hispanic teachers from the previous year. We still strive to hire a more diverse teaching staff.

With regard to the teaching experience of our staff, for the 2023-2024 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.

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

Our overall staff retention rate is 81%, which is up from the previous year.

Our overall teacher retention rate is 83%, which is up from the previous year.

Special programs–the Residency and the Clinical Student Teacher programs resulted in early hires of 12 teachers for 2024-2025.

New hires to Hutto ISD for 2023-2024 included 122. Of those teachers, 6% were intern certified; 27.9% were re-enterers; standard certified–lagged 4.1%; 10.6% standard certified direct entry; 19.7% emergency permit; 6.6% out of state one year certified; and 4.9% out of state standard certified. 81 teachers were considered new to teaching this school year and assigned a Year 1 mentor, while 51 were assigned a Year 2 mentor.

Hutto ISD has outlined 8 pathways to becoming a teacher in Hutto ISD, and will continue to expand recruitment opportunities. Our Human Resources Department actively and constantly seeks candidates through formal and informal activities, from job fairs to relationships within networks 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 their Director of Diversity, Equity, and Inclusion to ensure that language is inclusive and attractive to diverse applicants. In addition to the website and to cast a wide range of advertising, Hutto ISD posts vacancies on TASA, TASPA, 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.

In 2023-2024, Hutto ISD brought six bilingual teachers from Central and South America to add to the current bilingual program. Our international teachers bring additional diversity as well as add highly qualified teachers to the bilingual program at Hutto ISD.

Hutto ISD HR has used various methods to recruit and retain teachers for the 2023-2024 school year. These include a residency program in connection with Texas State University, clinical student teachers, and traditional student teachers. Hutto ISD had nine residents during the 2023-2024 school year and signed seven, or 78%, of the residents.

Clinical student teachers continued for the 2023-2024 school year. Hutto ISD supported ten clinical student teachers, signing and retaining four or 40% of the clinical student teachers. HISD had ten traditional student teachers and signed three or 30% of those for the 2024-2025 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 81year-one mentees, 51 year-two mentees, and 114 mentors total. Based on the mid year and end of 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 twenty members of the Aspiring Leadership Academy (ALA) this school year. Participants participated in eight 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 is launching the first Department of Labor registered Apprenticeship in Central Texas in the fall of 2024. 48 apprentices will be employed while learning specific skills to become certified teachers. Hutto ISD is assisting with tuition for these apprentices to gain their Bachelor’s Degree or to obtain certification for those who already have their degree. The apprenticeship program will consist of On-Ramps based on apprentices' college credit hours. We will have 18 in OnRamp 1 (less than 30 college hours), 9 in OnRamp 2 (less than 60 hours), 13 in OnRamp 3 (less than 90 hours), and 8 in OnRamp 4 (Either college completion or near college completion). Over half of our apprentices are Bilingual. This program launch is a way to build our future workforce as we plan to stay ahead of the our fast growth.

The Human Resources Department introduced a comprehensive risk management program aimed at supporting staff and students through injury prevention, safety

solutions, a robust return-to-work program, and accommodation support.

A historical analysis of Worker's Compensation Claims from 2017-2023 was conducted to identify claim types, locations, times, and significance trends. Each department received a presentation of the historical data during an in-person meeting with our Risk Management Consultant. Campus-specific information was evaluated with the Curriculum and Instruction Leadership Team. Further data analysis identified educational opportunities for Special Education Paraprofessionals, Custodial Services, and the Transportation Department. Additionally, every campus and department underwent an environmental safety assessment.

TRAINING INITIATIVES

Special Education Paraprofessionals (SPED PARAS): Identified areas for improvement including early de-escalation and redirection, proper containment techniques, and appropriate equipment use. In collaboration with C&I, an assessment of the Vector Solutions online learning management system was conducted to determine suitable safety training for paraprofessionals. This training was integrated into the broader structure of the SPED redesign and program initiatives.

Custodial Services: Opportunities for improvement included slips, trips, and falls, as well as poor body mechanics. To reinforce onboarding and monthly meeting information, all custodial staff participated in a half-day in-service training presented by our TASB Risk Management Consultant. Topics covered fall prevention, proper lifting techniques, body mechanics, chemical management, and safety data sheet interpretation. In the spring, materials management training was completed in coordination with our cleaning supply vendor. Custodial Services saw a significant decrease in the number of claims and were recognized by our consultant for best practices, including reducing trash can capacity to prevent injuries from lifting excessive weight.

Transportation Services: Areas for improvement included slips, trips, falls, shoulder injuries, and bus accidents. Department-wide training reviewed injury data and identified solutions. Temporary additional lighting was provided until permanent updates are installed. A new weather monitoring system and bus maintenance plan were developed to reduce injuries during under-the-hood checks. Drivers now forego optional under-the-hood checks during high wind or inclement weather, resulting in a reduction of injuries to zero. The transportation department also agreed to pilot a TASB audit program, participating in unannounced bus route audits to identify further improvement opportunities.

District Leadership: Campus and department leaders received feedback from their environmental assessments, and all work orders were entered and completed on their behalf. "Just in Time Training" on the Pregnant Workers Fairness Act was provided to all leaders, with additional small session training at the Assistant Principals' Meeting.

All Employees: New employees received safety training and information about the worker's compensation benefits program during orientation. Monthly updates on employee safety, physical health, and mental wellness were disseminated via the HR Newsletter. The HR Cottage piloted a 6-week wellness program before the district participated in the April Million Mile Challenge.

DATA

June 2023 - 1210 employees Feb 2024 - 1469 (21.5%) increase

WORKERS COMPENSATION

	Total Reports	Student Involved	Other	Vehicle Accident	Total Claims	Avg Claim Cost Inc	Avg Claim Cost Pd
2022-2023	264	143	91	18	72	$6,450	$3,353
2023-2024	265	125	119	22	95	$5,077	$1,760
	+1	-18	+27	+4	+23	-$1,373	-$1593

Despite a 21% increase in staff, the number of student-caused injuries decreased. Additionally, both the severity and cost of these injuries were lower compared to the 2022-2023 school year.

Custodial services saw a 60% decrease in the number of claims, resulting in a $16,000 reduction in costs. Transportation experienced a 25% decrease in the number of claims and a $38,000, or nearly 40%, reduction in costs.

Staff Quality, Recruitment, and Retention Strengths

Hutto ISD Human Resources continues to expand its focus on recruitment and retention. Our Director of Human Capital provides onboarding to all new employees as well as leads our mentoring and residency programs. For the 2023-2024 school year, this mentorship program was 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 host teacher. The launch of our registered apprentice program is another way Hutto ISD HR is putting ourselves on the map and in important conversations.

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. Part of this work is solidified with our newly designed comprehensive risk management program aimed at supporting staff and students through injury prevention, safety solutions, a robust return-to-work program, and accommodation support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Hutto ISD struggles to staff all classrooms with diverse certified teachers; this problem is exacerbated due to being a fast-growing 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: 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: Hutto ISD struggles to staff hard to fill areas fully. **Root Cause:** Fewer teachers are entering the teaching profession and even fewer are entering specialized teaching areas.

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.

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 3-10 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 internalize the lessons, engage in data driven instruction by reviewing all forms of 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.

Students, especially at-risk, are supported in meeting state academic standards through strengthening Tier 1 instruction by being data driven, ensuring targeted interventions are implemented, and instruction is differentiated based on needs indicated in the data, and we coordinate academic content with CTE, college guidance, and blended learning by fostering cross collaboration and integrated planning. Lesson planning is data-driven, incorporating formative assessments and interventions, while instructional time is maximized through lesson internalization protocols and collaboration initiated in professional learning communities.

Curriculum, Instruction, and Assessment Strengths

The curriculum is tightly aligned with state and national standards, ensuring that students are prepared for standardized assessments and post-secondary success. Instructional decisions and interventions are based on robust data analysis. Regular use of formative assessments informs instruction and helps tailor lessons to meet student needs. Professional development is provided for teachers and administrators, focusing on current instructional best practices, technology integration, and content knowledge. The district offers a variety of blended learning options, combining face-to-face instruction with online resources.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Inconsistent implementation of the district's curriculum across classrooms. **Root Cause:** Lack of implementation of high quality instruction materials and using supplemental materials which deviates from the intended curriculum and therefore does not meet grade level standards.

Problem Statement 2: Students are not meeting expected academic growth because Tier 1 instruction is insufficiently rigorous, engaging, or aligned with best practices. **Root Cause:** Lack of consistent PLC structures for internalizing lessons and identifying differentiated instruction or address the needs of diverse learners (e.g., English learners, students with disabilities, or gifted students).

Problem Statement 3: Disparities in student outcomes between different demographic groups (e.g., race, socio-economic status). **Root Cause:** Inconsistent implementation of using research-based instructional strategies due to a lack of sufficient training and professional development.

Family and Community Engagement

Family and Community Engagement Summary

Campus Parent Engagement Playbook

Hutto ISD recognizes parents and guardians as essential partners in the academic success of our students. To support this mission, each campus has developed a comprehensive Campus Parent Engagement Playbook, serving as an annual roadmap for parent engagement. This playbook identifies areas of greatest need and focus for each campus, detailing specific activities and programs designed to enhance participation, involvement, and engagement from families and the community.

Parent Classes and Programs

Throughout the year, Hutto ISD offers a variety of parent classes and programs hosted by Parent Engagement Specialists and campus staff. Topics include safety, literacy, military connectedness, and more. Parents are encouraged to participate in events such as Meet the Teacher Night, Parent/Teacher conferences, and serve on campus and district-level committees. To accommodate our diverse community, communication is provided in multiple languages using Language Line software, which enables real-time translation between non-Spanish speakers and school personnel.

Continuous Feedback and Improvement

The district values parent feedback and continuously reviews parent satisfaction data from each campus. Multiple surveys are distributed throughout the year, and survey QR codes are posted outside each campus in both English and Spanish to encourage parents and families to provide feedback. The Parent and Family Engagement (PFE) team connects parents with the school community, participating in initiatives like the Hutto Hippo Hospitality Herd (H4), Camino al Exito, Reading Ready Bus Tour, and Reading Buddies. The team also supports various parent programs and events, including PTA, Back to School Rally, and Title I campus meetings. Additionally, the PFE team collaborates with campus teams to conduct home visits when necessary, addressing the academic, social, and emotional needs of our students. They also lead the volunteer program, fostering strong partnerships and involvement.

Volunteer Hours for 2024-2025:

- Benjamin 'Doc' Kerley Elem.: 373 volunteers, 3928:33 hours
- Cottonwood Creek Elem.: 383 volunteers, 4110:55 hours
- Farley Middle: 193 volunteers, 772:53 hours
- Howard Norman Elem.: 132 volunteers, 774:18 hours
- Hutto 9th Grade Center: 198 volunteers, 246:06 hours
- Hutto Elem.: 311 volunteers, 2132:25 hours
- Hutto High School: 378 volunteers, 299:10 hours
- Hutto Middle: 289 volunteers, 710:46 hours
- Nadine Johnson Elem.: 212 volunteers, 2700:37 hours
- Ray Elem.: 300 volunteers, 2981:01 hours

- River Horse Academy: 6 volunteers
- Veterans' Hill Elem.: 200 volunteers, 3066:43 hours
- TOTAL: 2975 volunteers, 21723:27:00 hours

Communications & Community Engagement

In August 2022, Hutto ISD launched ParentSquare, a new communication system now used consistently across all campuses. Our parent community actively engages with ParentSquare and social media. The system provides analytics on community preferences for receiving information and engagement. It offers a unified platform for teachers and administrators to communicate with parents and students.

ParentSquare Engagement Data:

- Overall Engagement: 53% of parents (up from 48% the previous year)
- 2023-24 Interaction Methods:
    - Comments: 2,289 (23%)
    - Items Signed Up: 1,912
    - Appreciated Posts: 3,921 (40%)
    - Forms/Permissions Completed: 1,876
    - RSVPs: 321
    - Volunteers: 1,897 (19%)
    - Polls: 43 voted

Feedback indicates that ParentSquare has significantly improved communication between parents and teachers, and staff find it easier to communicate with parents.

ParentSquare Feature Usage for 2024-25:

- Auto Notices: 91,849
- Direct Messages: 358,192
- Forms/Permission Slips: 102
- Polls: 7
- Posts Shared on Social: 66
- Smart Alerts: 2

- Calendar Events: 252
- Files Shared: 2,548
- Items Requested: 57,823
- Photos/Videos Shared: 18,724
- Posts: 23,321
- Volunteers Requested: 21,564 (up from 15,769)

Translation Services:

- 8% of ParentSquare users have selected Spanish.
- 91% receive communication in English.
- The communications team uses a district translator to manually translate all district emails to ensure accurate Spanish translations.

Family and Community Engagement Strengths

Our district's PFE Team works diligently to connect parents and caregivers with resources, information, and services that support their families and promote student success. The team's collaborative efforts with each campus are evident in the strong leadership and supportive environment present across the district. Each campus is aware of the PFE team's availability and commitment to fostering a positive learning environment, ensuring the success of all students in Hutto ISD.

Additionally, the communications team enhances parent engagement by sending out monthly newsletters in both English and Spanish via email, distributing 250 printed copies to local businesses from September to May, and publishing an annual District Magazine in both languages. By continuously improving our parent and family engagement strategies and communication systems, Hutto ISD strengthens the partnership between families and the school community, ultimately enhancing student success.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: District communication with parents who speak other languages is sometimes a barrier. **Root Cause:** Limited number of staff members available to provide translation services. Only one translation device available for use. Insufficient training for parents on how to access and use language translator tools on various devices or district software programs. Lack of awareness among parents about the full functionality of ParentSquare and its translation capabilities.

Problem Statement 2: Volunteer opportunities for parents to be involved in schools are not readily available. **Root Cause:** Volunteer expectations and support have not been prioritized by the campus. Inadequate promotion and organization of volunteer opportunities.

Problem Statement 3: Limited teacher personal communication with parents regarding student progress. **Root Cause:** Inconsistent district and campus expectations regarding communication with parents. Lack of prioritization for personalized communication methods such as phone calls, personalized emails, and in-person conferences. Overreliance on ParentSquare, which, while helpful, does not replace the need for direct communication.

Problem Statement 4: Parental engagement, both in person and via email, declines as students get older. **Root Cause:** Secondary staff may not be aware of the frequency and

nature of communication and events hosted by elementary staff. Different engagement expectations and practices between elementary and secondary schools.

Problem Statement 5: Despite the significant effort put into translation services for external communication, not all campuses have bilingual receptionists in the front office. **Root Cause:** Difficulty in staffing bilingual receptionists at every campus. Challenges in hosting events at middle schools due to space constraints, such as overcrowded lunch rooms.

Problem Statement 6: Teachers and parents may not know how to use ParentSquare as effectively as others. **Root Cause:** Inconsistent training sessions for ParentSquare across the district. Lack of ongoing support and resources for effective use of ParentSquare.

District Organization

District Organization Summary

Hutto ISD is a fast-growing district and will likely surpass 10,700 in enrollment during the 2024-25 school year. 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. To provide suitable instructional facilities the Hutto ISD community has broadly supported though successful bond elections and bond programs

District Context and Organization Summary

SCHOOL CONSTRUCTION

Hutto ISD is addressing the challenges and potential barriers associated with a Fast Growth District. The 2023 $522 Billion Bond Program is currently being utilized to address growth over the next five years. The following items are areas of emphasis for the 2024-25 School Year: Lee Martinez Elementary (opening 2025), continuation of Hutto High School Modernization, and beginning the design and construction of Hutto High School #2, and the acquisition of property for a Transportation Hub in the southern part of the district.

Demographic studies continue to capture accurate data from housing development reporting so we can stay on top of growth concerns, rezoning & leveling. Projecting growth of future subdivisions will ensure successful delivery of new school spaces. High growth is expected in the Northeast and Southeast section of Hutto ISD

The district will restart the Long-Range Master Facilities Planning process with stakeholder input while continuing the Bond and Capital Improvement Oversight Committee function. Also, the Architect Selection Committee will meet as the Hutto ISD moves forward with construction of Elementary #9 with a projected opening of 2027.

Administration will continue working with the City of Hutto, Williamson County, and TxDOT on school development and regional planning.

DEFERRED MAINTENANCE

The district continues to update its Master Facilities Plan and Equipment Replacement Plan (buses, white fleet). Emphasis has been placed on purchasing additional buses to replace the aging fleet. 12 School Buses will arrive in January 2025. Additionally, 20 Buses have been ordered with anticipated arrival

date of August 2025

The 2024-25 deferred maintenance plan is based on the Master Facilities Plan addressing: EIFS restoration and Roofing at Farley Middle School, Kitchen Equipment, Lighting retrofits, and HVAC replacement with units that have R22 refrigerant. Additionally, the District will update playground equipment at Nadine Johnson and determine the feasibility of turf at elementary playgrounds. To provide equity the district will look to add field turf and HMS and FMS. Weight Room Equipment is being at HMS and HMS.

SAFETY

All newly constructed facilities will ensure compliance with all TEA Safety Standards. The district has completed projects related to security fencing, secure access control entry, and video intercom visitor entry system. Silent Panic Alert Technology will be implemented District Wide through the Centegix Platform. 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. The transportation department is implementing the smart tag system which allows for the determination of daily bus ridership by student.

District 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 (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 procurement process 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 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 assessment.

Problem Statements Identifying District Organization Needs

Problem Statement 1: With the passage of the 2023 bond, the district will continue capital improvement projects that will require a continuation of best practices to ensure successful delivery. **Root Cause:** Rapid population growth in Hutto ISD community.

Problem Statement 2: Insufficient funds for all needed improvement programs. **Root Cause:** The Texas Legislature has not provided an infusion of funding in multiple years. With rising inflation, combined with increases in maintenance and operations costs this place restraints on the district's budget

Problem Statement 3: Challenges are inherent with the opening of new schools to accommodate population growth. **Root Cause:** With the opening of Lee Martinez Elementary in August 2025, and in support of future schools coming online, the district will need to revisit its Attendance Zone Leveling plan and begin the rezoning process in the Fall 2024.

Technology

Technology Summary

Hutto ISD continues to foster a dynamic technology environment that supports end-users and the district's operational backbone. From business systems to classroom technology, the focus remains on using technology to enhance student learning and streamline educational processes rather than incorporating technology for its own sake. In classrooms, we emphasize the meaningful application of technology, ensuring that teachers have the tools needed to drive student engagement and success.

As the district grows, the technology landscape becomes more complex. The Technology Department has kept pace by refining processes and ensuring systems remain efficient and reliable. While the number of devices and infrastructure demands grows, the department's commitment to customer service and seamless operations remains a top priority. This approach has reinforced the district's confidence in its technology environment.

Technology Strengths

- **Strong Leadership Support:** Consistent backing from district leadership enables the technology team to meet evolving needs and challenges.
- **Customer Service Focus:** The Technology Department delivers responsive, high-quality support across all campuses and departments.
- **Disaster Recovery Preparedness:** The district has a solid disaster recovery plan, ensuring that critical data is protected and recoverable during unforeseen disruptions.
- **Resilient Wide Area Network (WAN):** Hutto ISD has invested in a robust WAN infrastructure, which minimizes the impact of outages and ensures critical district services stay operational even under challenging conditions.
- **Efficient Processes for Maintaining Service Levels:** By implementing efficient workflows and processes, the Technology Department continues to provide consistent, high-level support to the district even as demands grow.

Problem Statements Identifying Technology Needs

Problem Statement 1: District growth is increasing the need for technology resources, including equipment, access, and technical support. **Root Cause:** Continued growth in the student and staff population.

Problem Statement 2: Many student Chromebooks are damaged due to careless handling, leading to an overwhelming amount of in-house repairs. This takes up valuable technician time that could be better spent supporting campuses. **Root Cause:** Ineffective handling of Chromebooks has contributed to frequent damage and needed repairs.

Problem Statement 3: Outdated and aging technology infrastructure. **Root Cause:** Aging infrastructure across several campuses limits the district's ability to meet modern technology needs. Wireless networks require district-wide upgrades, multiple campuses operate on switches beyond their end-of-life, most Uninterruptible Power Supplies (UPSs) need replacing, and some campuses have outdated fiber cabling that cannot support current bandwidth demands.

Goals

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: (1.1.1) Students in 1st-9th grade will increase in the percentage of on-grade level for reading and math on the NWEA MAP screener.

Evaluation Data Sources: NWEA MAP

Strategy 1 Details
Strategy 1: 1.1.1 Ensure a guaranteed viable curriculum through systematic progress monitoring **Strategy's Expected Result/Impact:** Teachers will follow rigorous and grade level aligned curriculum with fidelity to ensure adherence to grade level essential knowledge and skills. **Staff Responsible for Monitoring:** Curriculum and Instruction, Principals, Principal Supervisors **Problem Statements:** Demographics 1, 2 - Student Achievement 4 - Curriculum, Instruction, and Assessment 1, 2

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: (1.1.2) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

Evaluation Data Sources: Quarterly CBA Data, STAAR Interim, STAAR Data

Strategy 1 Details
Strategy 1: 1.1.2 Enhance MTSS strategies and tracking across the district to ensure tiered support for **Strategy's Expected Result/Impact:** Students in all demographic areas will show increases in attainment at meets and mastery levels. Teachers will be equipped with the data and tools necessary to accelerate instruction for struggling learners. **Staff Responsible for Monitoring:** Principals, Curriculum and Instruction, Principal Supervisors **Equity Plan** **Problem Statements:** Demographics 1 - Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 3
Strategy 2 Details
Strategy 2: Offer professional development, materials, and resources for teachers to equip them with the skills and knowledge necessary to effectively support EB students in acquiring language across the four language domains. **Strategy's Expected Result/Impact:** STAAR, CBA, NWEA MAP, TELPAS **Staff Responsible for Monitoring:** Executive Director Elementary Curriculum Director **Equity Plan** **Problem Statements:** Student Achievement 2, 4 - Curriculum, Instruction, and Assessment 3
Strategy 3 Details
Strategy 3: Enhance identification of and supports for students identified as Gifted and Talented to ensure they have access to enhanced curricular opportunities. **Strategy's Expected Result/Impact:** Gifted and talented learners will increase in mastery level attainment and college readiness indicators. **Staff Responsible for Monitoring:** Curriculum and Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 2
Strategy 4 Details
Strategy 4: To effectively reduce dropout rates, we will implement a proactive, multi-faceted approach that focuses on early identification, personalized intervention, and continuous support for at-risk students. **Strategy's Expected Result/Impact:** Decrease drop-out rate and increase student meeting grade level expectations **Staff Responsible for Monitoring:** Curriculum and Instruction, Director of State and Federal, Campus At-Risk Coordinators

Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: (1.1.3) Increase Domain 2 STAAR growth percentage results in reading and math, ensuring an increase in students attaining growth targets.

High Priority

Evaluation Data Sources: STAAR, CBA, STAAR Interim

Strategy 1 Details
Strategy 1: 1.1.3 Provide training and consistent coaching and feedback around Tier 1 instructional best practices across the district **Strategy's Expected Result/Impact:** Consistency will increase across Hutto ISD related to high quality instructional practices and alignment to grade level curriculum. **Staff Responsible for Monitoring:** Principals, Curriculum and Instruction team, Principal Supervisors **Problem Statements:** Demographics 1, 2 - Student Achievement 4 - Curriculum, Instruction, and Assessment 1, 2
Strategy 2 Details
Strategy 2: Hutto ISD will enhance the Multi Tiered Systems of Support (MTSS) process to ensure student access to Tier 2 and 3 interventions provided by classrooms teachers. **Strategy's Expected Result/Impact:** Students will accelerate learning and increase the percentages of students attaining their expected growth targets. **Staff Responsible for Monitoring:** Campus Principals, Curriculum and Instruction **Problem Statements:** Demographics 1 - Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 3

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 1: (1.2.1) CCMR attainment in grades 9-12 will increase.

HB3 Goal

Evaluation Data Sources: TSI, AP exams, Dual Credit Completion, Associate's Degree attainment, Industry based certification numbers, CTE program of study completion, Military enlistment, Work force readiness IEP completion.

Strategy 1 Details
Strategy 1: 1.2.1 Implement strategic cohort tracking to support individual graduation plan development, scholarship application, FAFSA, and other college readiness programs. **Strategy's Expected Result/Impact:** Students will have support earlier in their high school plan from teachers and counselors for successful completion of their graduation plan with attainment of a CCMR indicator. **Staff Responsible for Monitoring:** Counselors, Campus Administrators **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 3
Strategy 2 Details
Strategy 2: Increase opportunities for high school students through expanded pathways, access to AP and dual credit opportunities. **Strategy's Expected Result/Impact:** Students will have greater access to work force or college experience helping them to define future career goals and attain high rates of college readiness. **Staff Responsible for Monitoring:** Curriculum and Instruction, Principals, Counselors, CTE **Problem Statements:** Demographics 2 - Student Achievement 4

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 2: (1.2.2) Domain 3 STAAR results will show an increase in special population attainment at meets or higher levels.

Evaluation Data Sources: CBA, STAAR Interim, STAAR

Strategy 1 Details
Strategy 1: 1.2.2 Quarterly campus data reviews to ensure students are achieving or exceeding expectations in all student groups **Strategy's Expected Result/Impact:** Campus teams will utilize data driven protocols to intervene at campus and student levels. This data analysis will also support principals to identify learning needs for particular student groups, grade levels, or demographics to ensure efforts and alignment to intervention and rigorous instruction. **Staff Responsible for Monitoring:** Principal supervisors, campus principals, instructional coaches **Problem Statements:** Demographics 1, 2 - Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 3
Strategy 2 Details
Strategy 2: Increased professional development and refinement of special education program models. **Strategy's Expected Result/Impact:** The numbers of students participating with support in the least restrictive environment will increase and their access to grade level curriculum and success will increase. **Staff Responsible for Monitoring:** Special Education, Campus Principals **Problem Statements:** Curriculum, Instruction, and Assessment 3

Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready.

Performance Objective 3: (1.2.3) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

Evaluation Data Sources: CBA, STAAR Interim, STAAR

Strategy 1 Details
Strategy 1: 1.2.3 Implement learning models that extend concepts and encourage learning at a mastery level. **Strategy's Expected Result/Impact:** Students at meets or higher level will maintain or increase their performance including Gifted and Talented learners through rigorous extension and activity in the classroom. **Staff Responsible for Monitoring:** Principals, Instructional Coaches, Curriculum and Instruction **Problem Statements:** Demographics 1, 3 - Student Achievement 3, 4 - Curriculum, Instruction, and Assessment 2
Strategy 2 Details
Strategy 2: Enhance Tier 1 instruction through district outlined instructional expectations and coaching and feedback supports. **Strategy's Expected Result/Impact:** More students will have access to grade level curriculum through tighter adherence to district curriculum which includes high quality instructional materials and research based instructional practices. **Staff Responsible for Monitoring:** Curriculum and Instruction, Principal Supervisors, Principals **Problem Statements:** Demographics 2 - Curriculum, Instruction, and Assessment 1, 2

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 1: (1.3.1) Students in grades 1- 3 will increase the percentage of students achieving grade-level readiness in literacy and math on NWEA MAP.

HB3 Goal

Evaluation Data Sources: NWEA MAP, MCLASS

Strategy 1 Details
Strategy 1: 1.3.1 Increase data monitoring and intervention practices for K-3 students. **Strategy's Expected Result/Impact:** School teams will be aware of students in grades K-3 that are need of intervention and enact tier 2 and 3 intervention strategies as well as the MTSS plan promptly. **Staff Responsible for Monitoring:** Interventionist, Counselor, Principal **Problem Statements:** Demographics 3 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 2, 3

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 2: (1.3.2) Students in grade 3 will increase in the percentage of students achieving at 'meets' or higher on reading and math STAAR assessments.

HB3 Goal

Evaluation Data Sources: CBA, Interim STAAR, STAAR

Strategy 1 Details
Strategy 1: 1.3.2 Ensure a high-quality, aligned curriculum in K-2 with Science of Teaching Reading **Strategy's Expected Result/Impact:** The trend will improve in grades 1 and 2 so that less students are below grade level in reading on MAP and other assessment data. **Staff Responsible for Monitoring:** Instructional coaches, Principals, Elementary Academics team **Problem Statements:** Demographics 2, 3 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1, 2, 3

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 3: (1.3.3) Students in Kindergarten will increase the percentage of students attaining grade level readiness on MClass.

HB3 Goal

Evaluation Data Sources: MClass

Strategy 1 Details
Strategy 1: 1.3.3 Enhance MTSS strategies and tracking across the district to ensure tiered support for students **Strategy's Expected Result/Impact:** Students will have the intervention needed in a timely manner to support accelerated learning. **Staff Responsible for Monitoring:** Elementary Academics team, Principals, Interventionists **Problem Statements:** Demographics 2, 3 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 3

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 4: Support grade-level proficiency in literacy and numeracy through targeted instruction and family engagement with educational resources.

Evaluation Data Sources: STAAR Results, Parent Perception Survey

Strategy 1 Details
Strategy 1: Ensure students receive the academic support they need to reach grade-level proficiency in literacy and numeracy. Actively involve families in their child's educational journey by providing access to online platforms, reading materials, educational games, and activities that support foundational skills. **Strategy's Expected Result/Impact:** Improved foundational skills, greater student engagement, and enhanced academic achievement for all learners. **Staff Responsible for Monitoring:** Curriculum and Instruction, Parent and Family Engagement, Director of State and Federal

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 1: (1.4.1) Student overall engagement scores will increase on student surveys.

Evaluation Data Sources: Panorama Student Perception Survey

Strategy 1 Details
Strategy 1: 1.4.1 Ensure a comprehensive district mental health approach with a consistent counseling curriculum and program guidelines. **Strategy's Expected Result/Impact:** Students have access to resources to improve mental health, relationships, and academic engagement. Students across the district will use a common language for leadership through the Leader in Me curriculum. **Staff Responsible for Monitoring:** Counselors, Student Services Team **Problem Statements:** District Culture and Climate 1, 2, 3

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 2: (1.4.2) Special education students attaining meets or higher will increase in reading and math on STAAR assessment (Domain 3).

Evaluation Data Sources: CBA, STAAR Interim, STAAR

Strategy 1 Details
Strategy 1: 1.4.2 Utilize an outcomes-based approach to special education programs and Individualized Education Plans with regular tracking of special education outcomes. **Strategy's Expected Result/Impact:** Students in special education will have higher exposure to grade level rigorous curriculum with a focus on individualized supports. **Staff Responsible for Monitoring:** Special Education department, Principals, Department Chairs **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 3

Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child.

Performance Objective 3: (1.4.3) District discretionary discipline referrals will decrease in all student populations.

Evaluation Data Sources: Discipline reporting data

Strategy 1 Details
Strategy 1: 1.4.3 Implement strategies to promote a positive school climate and increase belonging. **Strategy's Expected Result/Impact:** Students will engage in positive ways in school with increased strategies for reaction in adverse situations resulting in less discretionary behavior incidents. **Staff Responsible for Monitoring:** Student Services, Principals, Counselors **Problem Statements:** District Culture and Climate 1, 2, 3

Goal 5: (2.1) Increase the percentage of highly qualified staff.

Performance Objective 1: (2.1) Design comprehensive human capital management systems

Evaluation Data Sources: Staff retention, Certification Data, TIA data

Strategy 1 Details
Strategy 1: (2.1.1) Implement the Enriched Pathways apprenticeship program to fill vacancies in high need areas. **Strategy's Expected Result/Impact:** Most students will have access to highly qualified and well trained teachers with longer term commitment to Hutto ISD. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3
Strategy 2 Details
Strategy 2: (2.1.2) Prescreen all teacher applications to ensure high quality candidates. **Strategy's Expected Result/Impact:** New employees to Hutto ISD will increasingly align to Hutto ISD mission, vision, and performance standards. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3
Strategy 3 Details
Strategy 3: 2.1.3 Create and implement staffing ratios for all job families to increase efficiencies of district resources. **Strategy's Expected Result/Impact:** Staff will be appropriately distributed to best meet the needs of campus and student goals and needs. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Staff Quality, Recruitment, and Retention 3

Goal 6: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 1: (2.2.1) Reduce the turnover rate of teacher and staff resignations.

Evaluation Data Sources: Staff retention data, TIA data

Strategy 1 Details
Strategy 1: (2.2.1) Maintain a competitive salary schedule based on market/regional values. **Strategy's Expected Result/Impact:** Reduce the turnover rate of teacher and staff resignations. **Staff Responsible for Monitoring:** Human Resources, Finance **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3
Strategy 2 Details
Strategy 2: (2.2.2) Expand TIA/NBCT opportunities. **Strategy's Expected Result/Impact:** Enhance teacher effectiveness while also improving teacher retention through increased compensation. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Staff Quality, Recruitment, and Retention 1
Strategy 3 Details
Strategy 3: (2.2.3) Implement Satisfaction Valuation processes to assess culture in departments/campuses. **Strategy's Expected Result/Impact:** Provide campus and department leaders the tools and data needed to improve culture and processes toward staff satisfaction and retention. **Staff Responsible for Monitoring:** Human Resources, Department and Campus Leaders **Problem Statements:** Staff Quality, Recruitment, and Retention 3
Strategy 4 Details
Strategy 4: Support early career teachers by providing a holistic approach and mentoring partnership to improve the longevity of educators in the profession. **Strategy's Expected Result/Impact:** Retention of early career teachers new to Hutto ISD. Building leadership capacity with veteran teachers. **Staff Responsible for Monitoring:** Director of Human Capital

Goal 7: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 1: (2.3.1) Employees of Hutto ISD show continuous improvement through coaching and feedback cycles.

Evaluation Data Sources: Evaluation data, TIA, TTess Data

Strategy 1 Details
Strategy 1: 2.3.1 Implement a goal-oriented, standards-based evaluation system in multiple departments linked to the strategic plan and individual goal setting and achievement. **Strategy's Expected Result/Impact:** Departments will implement a goal-oriented, standards-based evaluation system, resulting in enhanced alignment with the district's strategic plan and fostering individual goal setting and achievement to improve overall departmental performance. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2, 3
Strategy 2 Details
Strategy 2: (2.3.2) Implement Progressive Discipline with employees outlining expectations, training, and documentation processes **Strategy's Expected Result/Impact:** District leaders and managers will be supported with a progressive discipline system that clearly outlines expectations, provides targeted training, and establishes thorough documentation processes, leading to improved employee accountability and performance. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Staff Quality, Recruitment, and Retention 2
Strategy 3 Details
Strategy 3: (2.3.3) Create a Supervisor's Toolkit for guidance to include the implementation of risk management systems, supervisory protocols, timelines, and responses **Strategy's Expected Result/Impact:** Supervisors in Hutto ISD will be supported with tools to increase their efficiency and support their leadership capacity with both operational and coaching roles. **Staff Responsible for Monitoring:** Human Resources **Problem Statements:** Staff Quality, Recruitment, and Retention 1

Goal 8: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1: 3.1.1 Increase the number of high-level engagement activities hosted by campuses (utilizing a rubric of high-level engagement for parents)

Evaluation Data Sources: Parent perception survey data, campus event logs

Strategy 1 Details
Strategy 1: 3.1.1 Offer (at least) quarterly learning and engagement opportunities on a range of related topics (ie academic support, health, safety, and student well-being) for parents and community **Strategy's Expected Result/Impact:** Parents increase in trust with school and district partnerships and are more knowledgeable partners. **Staff Responsible for Monitoring:** Parent Family Engagement, Principals **Problem Statements:** Family and Community Engagement 1, 2, 3, 4, 5, 6

Goal 8: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 2: 3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district.

Evaluation Data Sources: Fall and Spring Parent Perception Survey

Strategy 1 Details
Strategy 1: 3.1.2 Streamline communication to ensure timely and relevant access to information (i.e. website, newsletters, parent square, etc.) **Strategy's Expected Result/Impact:** Parents are connected to critical district information for safety, well being, and academic information. **Staff Responsible for Monitoring:** Communication team, Parent Family Engagement Team **Problem Statements:** Family and Community Engagement 1, 2, 3, 4, 5, 6

Goal 8: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 3: 3.1.3 Increase the number of positive customer service survey responses.

Evaluation Data Sources: Parent perception survey- Customer Service Questions

Strategy 1 Details
Strategy 1: 3.1.3 Provide training and resources to school leadership to improve partnerships, communications, and relations with parents/guardians. **Strategy's Expected Result/Impact:** Schools are equipped to make proactive communication choices that enhance communication as a means of partnership and increases parent trust with campus and district leadership. **Staff Responsible for Monitoring:** Parent Family Engagement, Principal Supervisors, Communications **Problem Statements:** Demographics 3 - Family and Community Engagement 1, 3, 4

Goal 9: (3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: (3.2.1) Increase student workforce experiences through internships, sponsorships, and other community business opportunities.

Evaluation Data Sources: CCMR data, Internship Participation

Strategy 1 Details
Strategy 1: 3.2.1 Create CTE partnerships to increase opportunities for student learning experiences. **Strategy's Expected Result/Impact:** Students will increase in industry based experience and work force readiness. This will lead to increased CCMR completion and school engagement. **Staff Responsible for Monitoring:** CTE Director, Parent Family Engagement, Principal Supervisor **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 3

Goal 9: (3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: (3.2.2) Expand strategic access to resources as a result of community partnerships and engagement.

Evaluation Data Sources: volunteer hours, monetary donations, or supply donations

Strategy 1 Details
Strategy 1: 3.2.2 Collaborate with community partners and agencies to strengthen resources/supports offered to students and families. **Strategy's Expected Result/Impact:** Strengthened partnerships with community members to increase support for Hutto ISD students will benefit both students and community members through enhanced relationship. Students and families will have expanded access to resources. **Staff Responsible for Monitoring:** Parent Family Engagement **Problem Statements:** Family and Community Engagement 2 - District Organization 2

Strategy 2 Details
Strategy 2: 3.2.3 Work collaboratively with civic organizations to address growing needs of the district **Strategy's Expected Result/Impact:** Greater connections with civic organizations will help the school district to adapt and respond to a growing population and expanded economic development. **Staff Responsible for Monitoring:** Parent and Family Engagement, Communications **Problem Statements:** Family and Community Engagement 2 - District Organization 1, 2, 3

Goal 10: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1: 3.3.1 Increased diversity of and participation in district citizen committees.

Evaluation Data Sources: Parent perception survey

Strategy 1 Details
Strategy 1: 3.3.1 Implement strategic and diverse citizen committees for district implementation of meaningful community input. **Strategy's Expected Result/Impact:** By enhancing diversity in our citizen committees, there will be greater representation in district decisions and enhanced programs and supports for families. **Staff Responsible for Monitoring:** Director, Diversity Equity and Inclusion, Parent Family Engagement team **Problem Statements:** Family and Community Engagement 1, 4 - District Organization 1, 3

Goal 10: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 2: 3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Sources: Parent perception survey

Strategy 1 Details
Strategy 1: 3.3.2 Provide training and support to families to increase comfort with and access to active school participation. **Strategy's Expected Result/Impact:** Parents will engage with greater frequency as committed partners in their child's education. The purpose for collaboration between parents and school staff will be enhanced as a partnership and trusting relationships to improve outcomes for students. **Staff Responsible for Monitoring:** Parent Family Engagement, Principals **Problem Statements:** Family and Community Engagement 2, 3, 4 - District Organization 3

Goal 10: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 3: 3.3.3 Increase the number of positive customer service survey responses.

Evaluation Data Sources: Citizen committee participation matches Hutto ISD demographics.

Strategy 1 Details
Strategy 1: 3.3.3 Ensure culturally and linguistically responsive tools are provided to families. **Strategy's Expected Result/Impact:** More parents will engage as meaningful partners and feel empowered to participate in school activities. Schools will be supported more meaningfully by parents to enhance outcomes for students. **Staff Responsible for Monitoring:** Communication, Parent Family Engagement, Principals **Problem Statements:** Family and Community Engagement 1, 5

Goal 11: (4.1) Optimize financial resources to achieve student outcomes.

Performance Objective 1: (4.1.1) Development and utilization of tools to quantify the alignment between budget allocations and student outcomes

Evaluation Data Sources: Budget analysis, FIRST Rating

Strategy 1 Details
Strategy 1: (4.1.1) Develop and implement a robust resource allocation framework that considers financial efficiency and the impact on student success **Strategy's Expected Result/Impact:** Hutto ISD staff will have the tools and knowledge to make improved decisions that impact budget toward purchases that will have greater impact on student outcomes. **Staff Responsible for Monitoring:** Finance **Problem Statements:** District Organization 2, 3 - Technology 1
Strategy 2 Details
Strategy 2: (4.1.2) Track the alignment between budget allocations and student outcomes, ensuring data is reviewed and reported quarterly. **Strategy's Expected Result/Impact:** Hutto ISD staff will have the tools and knowledge to make improved decisions that impact budget toward purchases that will have greater impact on student outcomes. **Staff Responsible for Monitoring:** Finance **Problem Statements:** District Organization 2, 3 - Technology 1
Strategy 3 Details
Strategy 3: (4.1.3) Develop and implement a comprehensive plan to ensure the institution complies with best practices and all regulations **Strategy's Expected Result/Impact:** Hutto ISD will continue to perform with high reliability in financial services and ensure compliance with all regulations. **Staff Responsible for Monitoring:** Finance **Problem Statements:** District Organization 1 - Technology 3

Goal 12: (4.2) Address capital improvement needs to accommodate growth and maximize efficiency in support of student success.

Performance Objective 1: (4.2.1) Update Master Facilities Assessment Plan / develop/maintain and conduct regular reviews of the district's MFAP

Evaluation Data Sources: Updated Master Facilities Assessment Plan (includes data and assessments from 2017, 2019, 2022 that informed the May 2019 and May 2023 Bond)

COMPONENTS - Builds on the assessments of 2017, 2019, 2022 which informed the May 2019 and May 2023 Bond; the Plan should include documentation of Capital Improvement as each Bond Program unfolds and is delivered; the Plan, a living document, is an engineering analysis of all building systems: Mechanical, Electrical, HVAC, Plumbing, Roofing & Facade, as well as Civil and Architectural Finishes; the Plan is vital in helping to inform future Long Range Master Facilities Planning committee work.

Strategy 1 Details
Strategy 1: (4.2.1) UPDATED MFAP (Master Facilities Assessment Plan) **Strategy's Expected Result/Impact:** Reduction in planning timelines; ensures equity of facilities and equipment; streamlines cost estimation. Quality plans in place to support bond sales and bond ratings analysis. * Projects completed on time * Projects completed in budget **Staff Responsible for Monitoring:** Director of Facilities and Capital Improvement, Director of Maintenance, Assistant Superintendent for Operations **Problem Statements:** District Organization 1, 3

Goal 12: (4.2) Address capital improvement needs to accommodate growth and maximize efficiency in support of student success.

Performance Objective 2: (4.2.2) Develop a formal Equipment Replacement Plan and ERP committee process Committee. The objective is to inform the annual budget process/or strategic use of I&S funding.

Evaluation Data Sources: ERP (Equipment Replacement Plan) that documents:
* Creation and Maintenance of a "living" document, with cross-functional collaboration
* Inventory of capitalized equipment for: facilities, fleet, technology, athletics, fine arts, CTE, Sped, as well as general learning, areas, libraries, playgrounds
* The ERP shall capture life cycle replacement and shall be updated with estimated replacement costs annually

Strategy 1 Details
Strategy 1: (4.2.2) Establish the ERP committee that builds on the existing Fleet Replacement Plan and Technology Equipment Replacement Plan. Establish regular meetings of the committee and provide updates for ELT and Board Review. **Strategy's Expected Result/Impact:** Reduction in planning timelines; ensures equity of facilities and equipment; streamlines cost estimation. Quality plans in place to support bond sales and bond ratings analysis. * Projects completed on time * Projects completed in budget **Staff Responsible for Monitoring:** Director of Facilities and Capital Improvement, Director of Maintenance, Director of Transportation, Director of Technology, Director of Fine Arts, Director of Athletics, Director of SpED, Director of Elementary and Secondary Education, Director of CTE, Assistant Superintendent for Operations **Problem Statements:** District Organization 1, 2, 3

Goal 12: (4.2) Address capital improvement needs to accommodate growth and maximize efficiency in support of student success.

Performance Objective 3: (4.2.3) Review/Update comprehensive Facilities Standardizations guidelines.

Evaluation Data Sources: Facilities Standardizations Guidelines to inform facilities planning and retrofit opportunities with equity considerations for district facilities and programs. As defined by the ED SPECS, Facilities Standardizations to also inform the LRMFP (Long Range Master Facilities Planning) and Master Facilities Assessment planning process.

Key drivers should include - GROWTH, EQUITY, SAFETY.

Strategy 1 Details
Strategy 1: (4.2.3) Updated Facilities Standardizations Document **Strategy's Expected Result/Impact:** Reduction in planning timelines; ensures equity of facilities and equipment; streamlines cost estimation. Quality plans in place to support bond sales and bond ratings analysis. * Projects completed on time * Projects completed in budget **Staff Responsible for Monitoring:** Director of Facilities and Capital Improvement, Director of Maintenance, Bond and Capital Improvement Team, Assistant Superintendent for Operations **Problem Statements:** District Organization 1, 3

Goal 13: (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 1: (4.3.1) Maximize TEA safety grants and other grant funding to supplant local funding in support of TEA Safety requirements.

Evaluation Data Sources: TEA Grant Documentation
EOP Planning Updates and Reports to the Board of Trustees
Construction and Capital Improvement Priorities that identify Safety Upgrades

Strategy 1 Details
Strategy 1: (4.3.1) Utilize Awarded Safety Grant allocations to supplant local funding in support of TEA Safety Requirements Additionally, ensure all I&S budgeting for eligible new projects/renovated projects comply with all TEA Safety Requirements **Strategy's Expected Result/Impact:** Compliance with TEA Safety Standards; enhanced campus and student/staff; yearly improvement noted in climate survey data **Staff Responsible for Monitoring:** Emergency Operations Coordinator; Assistant Superintendent for Operations **Problem Statements:** District Organization 1

Goal 13: (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 2: (4.3.2) Benchmark hiring priorities and staffing levels for law enforcement and campus safety officers; develop strategic/tactical staffing schedules as is appropriate.

Evaluation Data Sources: All-Hazard Analysis date from our EOP Planning
Staffing assessments to ensure compliance with legislative mandates for law enforcement resources
Staffing for campus safety officer allocations to ensure adequacy and coverage matches local assessments and design.

Strategy 1 Details
Strategy 1: (4.3.2) Assess/ measure state mandates regarding our local deployment of LE and CSO resources with an ALL-HAZARD analysis. **Strategy's Expected Result/Impact:** Compliance with TEA and Statutory Standards; yearly improvement noted in climate survey data **Staff Responsible for Monitoring:** Chief of Police, Emergency Operations Coordinator, Assistant Superintendent of Operations **Problem Statements:** District Culture and Climate 1, 2 - District Organization 1, 2

Goal 13: (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 3: (4.3.3) Benchmark hiring priorities based on the definition of the work using APPA standards.

Evaluation Data Sources: Climate and Facilities Survey Data
Work Order Data
Updated Operations organization flow chart with APPA/Industry analysis

Strategy 1 Details
Strategy 1: (4.3.3) Using Benchmark data, explore innovative opportunities to achieve quality service results despite where budget realities may challenge staffing levels - technology, equipment, zone cleaning schedules, and strike team maintenance. **Strategy's Expected Result/Impact:** Movement towards staffing optimization Updated APPA analysis Positive feedback from the Climate and Facilities Survey Data **Staff Responsible for Monitoring:** Director of Maintenance, Assistant Superintendent for Operations **Problem Statements:** District Organization 1, 2

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $419,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Funding extra duty