Hutto Independent School District

Howard Norman Elementary

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Questions to Consider:

What are attendance rates?

- 95.5% school-wide

Are there trends?

- most grade levels are around 95% or 96%

What procedures/practices are in place to address these?

- Classroom teachers reach out to parents if a student has been absent 3+ days
- Weekly admin attendance meetings to review students with absences 10+; Phone calls homemade as appropriate (Principal, AP, Counselor, Nurse, Registrar) Submitted 1 student for truancy during the 2023-2024 school year

Question to Consider: What percentage of students do we serve in various groups? Do our special programs align with the needs of our students, parents, and community?

- Special Education students make up 22% of the campus population (This includes 2 FA classrooms, 1 ECSE Classroom, and 1 Hand In Hand Classroom)
- Increase in population of emergent bilingual students during the 2023-2024 school year compared to the previous school year.

Question to Consider: What are student behavior trends, discipline referrals, and suspensions?

- A higher number of discipline referrals were submitted for males as compared to females (83% = Males; 17% = Females)
- Physical aggression is the highest category indicated on discipline referrals (37%)
- More discipline referrals were sent during the Spring semester as compared to the Fall semester (Fall = 37%; Spring = 63%)
- Student referrals were submitted for 50 different students (10% of the campus population)

Question to Consider: Does it vary between student groups?

- High discrepancy between genders (83% = Males; 17% = Females)
- 4th grade had the biggest amount of referrals (28%)

Demographics Strengths

- Overall attendance rate increased from 2022-2023 (92%) to 2023-2024 (95%)
- Campus students are comprised of a variety of races
    - American Indian or Alaskan Native = 2%

- Black or African American = 23%
- Asian = 2%
- White = 65%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 2023-2024 overall attendance rate was 95%. **Root Cause:** Chronic absences became difficult to follow-up on due to district dashboard being eliminated.

Problem Statement 2: Limited use of ESL strategies/accommodations to support our increasing Emergent Bilingual student population **Root Cause:** Emergent bilingual population increased quickly and not all staff are ESL certified.

Problem Statement 3: Limited number of identified Gifted and Talented students identified in grades K-2. (less than 10%) Kinder = 9 1st Grade = 7 2nd Grade = 5 **Root Cause:** Identification for younger students can be more challenging to identify.

Student Learning

Student Learning Summary

Data Reviewed:

Math Data

Math Longitudinal Trends

ELA Data

ELA Longitudinal Trends

Question to Consider: What progress has been made by students?

ELAR:

- Text evidence is no longer a low CBA trend from the year before. Possibly because of using the RACE strategy as a campus during the 23-24 school year.
- Renflow Reading--K, 1, 2, 3, & 5 made reading progress from BOY to MOY
- STAAR Interim projected--3rd, 4th, & 5th “Masters” higher than “Meets”

Math:

- All grade levels have growth in Math Renflow
- Low trend of problems pertaining to perimeter/area in 2022-2023 was not seen in 2023-2024
- All Masters percentages are higher than Meets for STAAR Interim (projection)
- 4th had growth from CBA 1-2

Question to Consider: How are formative results used to improve student learning and classroom teaching?

ELAR:

- Looking at data in PLCs and vertical teams.
- Grade levels take back data and use strategies in the classroom--RACE, TARRPS, Arms & Cups
- Targeted small group instruction, T2 & T3
- MTSS--make decisions about students based on data
- WIN time
- Goal setting
- Heat maps
- Targeted stations

Math:

- Campus protocol provided and completed in PLCs for backwards design
- Utilize “DataWise Ladder of Inference” to analyze data that informs instruction
- Students have individual data trackers in their Leadership Notebooks to identify their areas of strength and those in need of improvement
- Students utilize “Heat Maps” to determine areas in need of improvement after an assessment which informs intervention activities
- Students complete tasks during Intervention Hour that focus on their individual needs (Blended Learning)

Question to Consider: How is the SpED Population performing in comparison to their grade level peers?

ELA:

- 5th grade SpEd students demonstrated growth on ELA CBAs.
- None of the 3rd SpEd students passed CBAs
- 4th and 5th SpEd students scored significantly lower than their peers on CBAs.

Math:

- CBA for 4th SPED percent increased from CBA 1 to CBA 2.
- 3rd and 5th CBA scores decreased from CBA 1 to CBA 2
- SPED performing lower than their peers on CBAs

Question to Consider: What additional help do we offer to students who are failing or retained? How do we meet the needs of students who persistently struggle with academic content?

ELA

- HB4545 tutoring
- T3 pullout intervention
- T2 intervention in the classroom
- Freckle adaptive intervention platform

Math:

- RTI to possible testing (following through with process/data)
- Heat maps to help individualize/differentiate learning
- Blended learning
- Small groups during class
- Frequent data checks
- Freckle adaptive intervention platform

Student Learning Strengths

Data Reviewed:

Math Data

Math Longitudinal Trends

ELA Data

ELA Longitudinal Trends

ELA

- Text evidence is no longer a low CBA trend from the year before. Possibly because of using the RACE strategy as a campus during the 23-24 school year.
- Renflow Reading--K, 1, 2, 3, & 5 made reading progress from BOY to MOY
- STAAR Interim projected--3rd, 4th, & 5th “Masters” higher than “Meets”

Math:

- All grade levels have growth in Math Renflow
- Low trend of problems pertaining to perimeter/area in 2022-2023 was not seen in 2023-2024
- All Masters percentages are higher than Meets for STAAR (projection)
- 4th had growth from IA 1-2

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who qualify for Special Education services are performing below their grade level peers (about 20%) on ELA and Math District Common Based Assessments (CBAs) **Root Cause:** Reading levels are significantly below grade level impacting overall fluency and comprehension

Problem Statement 2: The ELA data for the 2023-2024 cohort of 4th graders indicates a significant decrease from their 2022-2023 school year as compared to the current year. 2022-2023 = 73% 2023-2024 = 32% **Root Cause:** Staffing changes occurred multiple times throughout this school year. (3 different teachers taught ELA; Two teachers were hired and then resigned. One class was dissolved in January)

School Processes & Programs

School Processes & Programs Summary

Question to Consider: What professional learning opportunities are provided to grow teachers and develop instructional leaders, including actions to support powerful teaching and learning?

- District and Campus PD
- Leader in Me alignment
- Vertical Teams (monthly meetings)
- Gold Star Classroom - 212 visits (peer classroom visits)
- Mentor/Mentee meetings/support
- Walkthrough Data through Bullseye to guide feedback/next steps
- Blended learning PLCs (monthly 1st-5th Grade)
- PLCs
- Instructional coaches for first/second year teachers and those in need of improvement
- Differentiated PD by content area or specialty

Question to Consider: What systems are in place to support new or struggling teachers?

- Goldstar Classroom visits (peer classroom visits)
- Bullseye feedback for targeted next steps- tracks consistent areas of struggle
- Collaboration with other departments
- Mentor/Mentee meetings (weekly or biweekly)
- Instructional coaches
- Team meetings
- New hire orientation - district and campus level

Question to Consider: How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction, including providing enrichment and acceleration?

- Services provided like dyslexia, speech, intervention, etc.
- MTSS meetings monthly to discuss student progress
- BLAST (Gifted and Talented Program)
- WIN Time - pull-out intervention, in class tier 2 intervention, reading groups, opportunities for reteach, blended learning (differentiation)
- District purchased apps (specifically IXL for 3-5 and Freckle for K-2, LexiaCore5) that promote blended learning and differentiation
- TEKS Bins - Blended learning

School Processes & Programs Strengths

Strengths:

- Professional Development - campus alignment with specific needs (Leader in Me, Bullseye, MRA Survey Data)

- GoldStar Visits (Peer to peer visits - 212 completed during the 2023-24 school year)
- Grade level PLCs (Professional Learning Community)
- Monthly ELT (Extended Leadership Team) meetings; Team leads have the opportunity to suggest agenda topics prior to the meeting
- Improvement on MRA survey in “Trusting Relationships” category (needs improvement → satisfactory)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The teacher MRA (Measurement Results Action / Leader in Me) Survey indicated a decrease from the previous year (2 points) in the area of "Instructional Efficacy: Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn.

Problem Statement 2: Limited campus based systems in place to support first and second year teachers.

Problem Statement 3: The teacher MRA (Measurement Results Action / Leader in Me) Survey indicated a decrease from the previous year 9 points (from 81-72) in the area of Community Engagement **Root Cause:** There are not enough collaborative partnerships for students and families

Perceptions

Perceptions Summary

Question to Consider: DO our teachers want to teach at the school? Do our teachers feel supported in their daily work, both by administration and by each other?

- Data from the MRA Survey indicated a 4-point increase from the previous year (83 to 87) in the area of "Collective Efficacy: Teachers believe that their collective actions can positively impact students and help them succeed"
- Data from the MRA Survey indicated a 1-point decrease from the previous year (87 to 86) in the area of "Staff Voice: Staff members believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them"
- Data from the Fall 2023 Panorama Survey indicate that 83% (Hutto ISD = 81%) of the staff responded favorably to the question, "Overall, how satisfied are you with your job right now?" (57% = Quite Satisfied; 26% = Extremely Satisfied)

Question to Consider: Do our students want to attend school daily? Do they feel supported and protected? Do they feel challenged and engaged?

- Data from the MRA Survey indicate a 3-point gain from the previous school year (72 to 75) in the area of "Trusting Relationships: Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to"

Question to Consider: Do our parents feel that our school communicates with them about student performance, standards, activities, etc.?

- Data from the MRA Survey indicate an 11 point increase from the previous school year (69 to 78) in the area of "Family Engagement: Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home"

Perceptions Strengths

- Staff: Strong staff to staff relationships.
- Students: Feel like they have someone to talk to or get a hug from.
- Parents: Consistency of using one form of communication (Parent Square)
- Teachers share grade level appropriate data for reading and math screeners as well as major assessments that may not otherwise be on a school report card (RenFlow, CBAs) using a campus template or the software family letter
- Teachers include STEMScopes and HMH Parent Connection documents in grade level newsletters

Problem Statements Identifying Perceptions Needs

Problem Statement 1: For the 23-24 SY, 86% (down 1% from last year) of staff believe they are positively impacting others through meaningful work and are provided with valuable opportunities to develop and grow in their role as well as to use voice and choice in decisions that are important to them. **Root Cause:** Limited decision making from teachers to determine PLC agendas

Problem Statement 2: For the 23-24 SY, 75% (up 3% from last year) of students said that they have one or more teachers who provide them with the encouragement and support they need to lead their learning. **Root Cause:** Inconsistent systems in place for classroom structure and developing a positive classroom culture.

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: Students who meet projected growth on NWEA MAP STAAR will increase to 60% in all subjects.

Strategy 1 Details
Strategy 1: All K-5 teachers will implement "Guided Reading" lessons during ELA and/or intervention block utilizing the Jan Richardson model. **Strategy's Expected Result/Impact:** Walkthroughs indicated small group Guided Reading lessons are occurring 4 days a week and 60% of students will be reading on grade level by the end of the 2024-25 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers, Instructional Coach **Problem Statements:** Student Learning 1

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: Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

Strategy 1 Details
Strategy 1: Use the MTSS (Multi-Tierd Systems of Support) process to identify and provide specific, evidence-based instructional support to at-risk students. **Strategy's Expected Result/Impact:** Students make progress toward meeting grade-level expectations. **Staff Responsible for Monitoring:** Principal Asst. Principal Instructional Coach Interventionist Classroom Teachers Resource Teachers **Problem Statements:** Student Learning 2

Strategy 2 Details
Strategy 2: Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, in collaboration with the instructional coach or interventionist, focusing on closing achievement gaps and supporting student progress. **Strategy's Expected Result/Impact:** Increased Student Achievement **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Interventionist **Problem Statements:** Student Learning 2

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 that over 80% of students attain growth targets.

Evaluation Data Sources: School progress annual growth in all grades in both subjects will increase from 63% to 68% by June 2025

Strategy 1 Details
Strategy 1: Teachers will utilize the HNES reading and math strategies developed by Vertical Campus Teams (i.e. math problem solving model, TARRPS Reading Strategy, Active Reading Symbols, RACE, ARMS/CUPS). **Strategy's Expected Result/Impact:** Students will use a familiar strategy from K-5 to solve problems and comprehend challenging text. **Staff Responsible for Monitoring:** Principal, AP, IC, Teachers **Problem Statements:** Student Learning 2

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

Performance Objective 4: Academics: PLC (Professional Learning Community) teams will meet weekly to review data, preview assessments, develop backwards design plans and/or increase knowledge of research based strategies for implementation.

Strategy 1 Details
Strategy 1: Provide calendar with dates for PLCs by grade level so that teachers can plan ahead and have data ready to discuss and share. **Strategy's Expected Result/Impact:** Identify areas of strength and opportunity for growth by content, class, and individual student. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Problem Statements:** Student Learning 2 - Perceptions 2
Strategy 2 Details
Strategy 2: Utilize DataWise resources to structure DDI (Data Driven Instruction) PLCs. (Ladder of Inference) **Strategy's Expected Result/Impact:** Increase knowledge of teacher understanding of data while simultaneously generating action steps for classroom implementation. **Staff Responsible for Monitoring:** Principal, Teachers, Instructional Coach **Problem Statements:** Perceptions 1, 2
Strategy 3 Details
Strategy 3: Maintain a campus-wide Digital Data Wall with screener data for every student. **Strategy's Expected Result/Impact:** Teachers will have the opportunity to discuss individual and grade level data in a visually appealing format. **Staff Responsible for Monitoring:** Principal Instructional Coach Teachers **Problem Statements:** Perceptions 1, 2

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

Performance Objective 5: Academics: Measureable Results Assessment (MRA) Survey will indicate a score of 80 or above in the area of "Academics: Goal Achievement"

Evaluation Data Sources: MRA Survey
Student Data Trackers
Leadership Notebooks

Strategy 1 Details
Strategy 1: Students in PK-5th Grade will maintain individual data trackers that are updated after major assessments and screener dates. **Strategy's Expected Result/Impact:** *Students take intiative and understand their personal goals *Student leadreship notebooks are updated appropriately with progress *Invidual student growth in math and literacy **Staff Responsible for Monitoring:** Principal, Teachers, Instructional Coach **Problem Statements:** Student Learning 2
Strategy 2 Details
Strategy 2: Grade levels and special area departments will develop a "W.I.G" (Wildly Important Goal) and strategies to support that goal. Progress will be displayed in hallways. **Strategy's Expected Result/Impact:** Each grade level will have a completed chart that indicates student progress for the school year. **Staff Responsible for Monitoring:** Teachers, IC, Principal, AP **Problem Statements:** Perceptions 2
Strategy 3 Details
Strategy 3: All students will have a "Leadership Notebook" in which they will track their growth in reading and/or math. **Strategy's Expected Result/Impact:** Students and teachers co-create goals in order to know the end goal and track progress over time **Staff Responsible for Monitoring:** Principal, Teachers **Problem Statements:** Perceptions 2

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

Performance Objective 1: (1.2.2) Domain 3 STAAR results will show an increase in special population attainment at meets or higher levels.

Evaluation Data Sources: Increase economically disadvantaged performance at meets level from 38% to 45% and special education performance at meets or higher from 24% to 29%.

Strategy 1 Details
Strategy 1: Communication with families about how to support their students in preparation for STAAR testing. **Strategy's Expected Result/Impact:** Increase in Student STAAR Scores **Staff Responsible for Monitoring:** Admin and Teachers **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1

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

Performance Objective 2: (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: Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48 to 55 by June 2025.

Strategy 1 Details
Strategy 1: HNES Admin Team will facilitate Data Driven Instruction (DDI) analysis meetings during PLCs to analyze individual student STAAR Reading and Math assessment data, at the beginning of the school year and after each Screener, CBA, and/or Interim Assessment data in grades 3, 4 and 5 to collaborate, determine, and implement teaching strategies with necessary accommodations and high-quality instructional materials at a Tier 1 level. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Problem Statements:** Student Learning 2

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

Performance Objective 3: Academics: 100% of students will have the opportunity to participate in an event or program designed to incorporate college options and elicit interest in future careers (Career Day, Robotics Program, UIL).

Evaluation Data Sources: *Career Day Schedule
*Robotics Program
*UIL

Strategy 1 Details
Strategy 1: HNES will continue to provide a Robotics program after school for 4th and 5th graders. **Strategy's Expected Result/Impact:** The HNES Robotics Team will participate in real-life STEM challenges and engaging physical and digital creations where they will develop 21st century skills through coding as they program solutions in a real-world context. Students will showcase their knowledge and skills in presentation and competitive settings. **Staff Responsible for Monitoring:** Robotics Coaches, Principal **Problem Statements:** Perceptions 1
Strategy 2 Details
Strategy 2: Students will have the opportunity to participate in UIL activities after school. **Strategy's Expected Result/Impact:** Expose 2nd-5th grade students to a variety of problem solving and enrichment activities. **Problem Statements:** Perceptions 2
Strategy 3 Details
Strategy 3: Create leadership clubs and opportunities for each grade level (i.e. Lighthouse Team, Birthday Club, Music Club, Art Club, etc.) **Strategy's Expected Result/Impact:** Increase student leadership opportunities. **Staff Responsible for Monitoring:** Action Teams, Lighthouse Team, Club Sponsors **Problem Statements:** Perceptions 2
Strategy 4 Details
Strategy 4: Participate in a variety of military recognition activities and support for students (PurpleUp Day, Veteran's Day, Complete Purple Star Campus application). **Strategy's Expected Result/Impact:** Students who have family/parents in the military feel connected and valued. **Staff Responsible for Monitoring:** Principal, Campus Military Liaison **Problem Statements:** Perceptions 2

Strategy 5 Details

Strategy 5: Schedule "Future Leader T-Shirt" Days on the HNES master calendar (Each Thursday of each month); incorporate morning announcements on t-shirt days to include basic information about colleges and technical/trade schools.

Strategy's Expected Result/Impact: Teachers and students will have the opportunity to discuss various colleges and options from members of our campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Problem Statements: Perceptions 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.

Evaluation Data Sources: Establish initial assessment to measure projected growth on NWEA MAP STAAR reading and math EOY.

Strategy 1 Details
Strategy 1: *2nd and 3rd grade will utilize "Wordly Wise" resource activities during Blended Learning/Intervention Hour to increase student vocabulary exposure. **Strategy's Expected Result/Impact:** *Increased student vocabulary *80% of 2nd and 3rd graders reading at or above grade level by the end of the 2024-2025 school year **Staff Responsible for Monitoring:** Principal, 2nd and 3rd grade teachers; Instructional Coach **Title I:** 2.6 **Problem Statements:** Student Learning 2

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.

Evaluation Data Sources: STAAR Performance Rates by 3rd grade at Meets Grade Level or Above will increase from 38% to 45%.

Strategy 1 Details
Strategy 1: With a focus on fact fluency, we will increase in this area by using our daily Math Warm-Ups found in our HIPS. **Strategy's Expected Result/Impact:** Increase in student achievement in Math **Staff Responsible for Monitoring:** Classroom Teachers **Problem Statements:** Student Learning 1, 2

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.

Evaluation Data Sources: Kindergartners meeting grade level expectations on mClass assessment will increase from 65% to 70%.

Strategy 1 Details
Strategy 1: Teachers in Pre-K, Kinder and 1st grade will utilize reserach based strategies with Heggerty to increase phonics and fluency skills daily. **Strategy's Expected Result/Impact:** Increase of students results on ELA MAP and MClass **Staff Responsible for Monitoring:** Principal; Instructional Coach; PK-1st grade teachers; **Problem Statements:** Student Learning 2

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: Administer student engagement and belonging survey to establish baseline positive perceptions of school experience.

Strategy 1 Details
Strategy 1: By the end of the school year, we will increase opportunities for student involvement on campus as leaders or members in clubs or UIL activities. **Strategy's Expected Result/Impact:** Increase student involvement **Staff Responsible for Monitoring:** Principal Assistant Principal Student Learning Action Team **Problem Statements:** Perceptions 2
Strategy 2 Details
Strategy 2: Staff will build strong relationships and connections with students utilizing Leader In Me strategies learned this year to create a high-trust culture. **Strategy's Expected Result/Impact:** Increase student belonging **Staff Responsible for Monitoring:** Principal Student Learning Action team **Problem Statements:** Perceptions 2

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: Special education performance at meets or higher will increase from 24% to 29%.

Strategy 1 Details
Strategy 1: All teachers will meet students' needs with consistent small-group instruction at each instructional level. Teachers will collaborate to develop and implement rigorous lessons and purposeful learning activities. **Strategy's Expected Result/Impact:** Increased use of Differentiation for Students in Special Education **Staff Responsible for Monitoring:** Special Education Department Chair **Problem Statements:** Student Learning 1

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.

Strategy 1 Details
Strategy 1: Students will participate in Guidance Lessons promoting physical, social, emotional health and regulation to support the whole child. **Strategy's Expected Result/Impact:** Students in grades PK - 5 will improve regulation and social-emotional health. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Problem Statements:** Perceptions 2

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

Performance Objective 4: 100% of students and staff will engage in Leader in Me.

Evaluation Data Sources: MRA Survey Results

Strategy 1 Details
Strategy 1: Students and staff will engage in the 7 Habits learning experiences through content lessons as well as weekly Leader in Me focused lessons. **Strategy's Expected Result/Impact:** *Positive student leadership qualities are demonstrated *Teachers work with students to build leadership skills and problem solving strategies **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Title I:** 2.6 **Problem Statements:** Perceptions 2

Strategy 2 Details
Strategy 2: Teachers will submit lesson plans to include Leader in Me lessons weekly. **Strategy's Expected Result/Impact:** Increased MRS survey results **Staff Responsible for Monitoring:** Principal, Teachers **Title I:** 2.6 **Problem Statements:** Perceptions 2

Goal 5: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 1: (2.2.1) Implement a Sustainability Plan, i.e., Pipelines for Growth for employees.

Evaluation Data Sources: Completion of Sustainability Plan for teachers/leaders.

Strategy 1 Details
Strategy 1: Support, reinforce, and recognize staff efforts and contributions to student learning, though Gold Star Classrooms. **Strategy's Expected Result/Impact:** Improved staff morale, professional learning, and staff retention. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Problem Statements:** Perceptions 1
Strategy 2 Details
Strategy 2: Provide mentorship, and instructional support to first and second-year teachers, and International Teachers, **Strategy's Expected Result/Impact:** Increased levels of teacher retention from first and second-year teachers. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Problem Statements:** Perceptions 1

Goal 5: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 2: (2.2.3) Use surveys and data such as Culture Surveys; Equity Walks; Exit Surveys; Retention Data; and Stay Interviews to assess, monitor, and increase department and campus culture.

Evaluation Data Sources: Continue and expand district surveys to increase stakeholder feedback from 55% to 60%.

Strategy 1 Details
Strategy 1: Staff will participate in staff surveys to rate effectiveness and provide feedback on Professional Learning, Culture and Climate. **Strategy's Expected Result/Impact:** Evidence of improved culture amongst staff. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers **Problem Statements:** Perceptions 1

Goal 5: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 3: Culture: Obtain a score of 90 on the MRA (Measurable Results Assessment) Survey in the "Supportive Environment for Staff" category.

Evaluation Data Sources: MRA survey

Strategy 1 Details
Strategy 1: Provide monthly opportunities for students, staff, and parents to give "shout-outs", encouragements, and showcase instructional strengths. (i.e. use of Google Forms embedded in parent newsletters, teacher showcase via campus website, and social media) **Strategy's Expected Result/Impact:** *Increase campus climate and culture *Increase staff retention for the next school year **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, ELT (Extended Leadership Team) **Problem Statements:** Perceptions 1
Strategy 2 Details
Strategy 2: Provide monthly "morale boosters" for staff. (Snack Attacks, treats in the lounge, Orange you Glad...in October, Food Fun Fridays in February, Teacher Appreciation gifts in May) **Strategy's Expected Result/Impact:** Increase teacher and staff morale **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor **Problem Statements:** Perceptions 1
Strategy 3 Details
Strategy 3: Provide opportunity to all teachers to participate in peer observations twice each month - "Gold Star Classrooms". **Strategy's Expected Result/Impact:** Increase risk-free teaching and learning opportunities. **Staff Responsible for Monitoring:** Principal, Teachers, IC **Problem Statements:** Perceptions 1

Strategy 4 Details

Strategy 4: Utilize Bullseye Software to complete administrator walkthroughs.

Strategy's Expected Result/Impact: Teachers quickly identify their "next step" to increase student success while administrators are able to track trends at the teacher and campus level.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach

Problem Statements: Perceptions 1

Goal 6: (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) Implement a goal-oriented evaluation system in multiple departments focusing on one departmental position evaluation linked to the strategic plan.

Evaluation Data Sources: Complete an evaluation tool in every department for 5% of district employees.

Strategy 1 Details
Strategy 1: Provide PLC topics that support effective teaching strategies that support, promote, and develop student outcomes in literacy and numeracy based on data from Observation and Feedback Cycles, the Hutto ISD Four Cornerstones, and the Science of Teaching Reading. **Strategy's Expected Result/Impact:** Evidence from Observation and Feedback Cycles. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Problem Statements:** Perceptions 1

Goal 6: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 2: Academics: Implement campus-based systems that support and provide feedback to all instructional staff on a regular basis.

Evaluation Data Sources: *Instructional Coach Schedule
*Student data connected to teachers receiving support
*Bullseye Dashboard

Strategy 1 Details
Strategy 1: The leadership team (Principal, Assistant Principal, Instructional Coach) will evaluate the effectiveness of classroom feedback using HNES Observation Tracker (Bullseye Dashboard) at weekly meetings. **Strategy's Expected Result/Impact:** Identify teacher leaders for Professional Learning purposes. Identify areas or personnel in need of support, training, or professional development. **Staff Responsible for Monitoring:** Principal, AP, Instructional Coach **Problem Statements:** Perceptions 1
Strategy 2 Details
Strategy 2: Instructional Coach will be assigned 6 teachers to work with and complete the coaching cycle. The interventionist will support grades K-5 with students needing Tier 3 RTI. **Strategy's Expected Result/Impact:** Feedback and reflection will lead to improved instructional strategies as indicated on walkthrough observations. **Staff Responsible for Monitoring:** Principal, IC, AP, Interventionist **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1
Strategy 3 Details
Strategy 3: Teachers in the "Coaching Cycle" with the Instructional Coach (IC) will observe at least 2 other colleagues with the IC based on individual needs. **Strategy's Expected Result/Impact:** New teachers will observe, learn and be able to implement effective teaching strategies. **Staff Responsible for Monitoring:** Instructional Coach, Principal **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 1

Goal 7: (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: Campuses offer at least 4 high-level engagement and learning opportunities for parents.

Strategy 1 Details
Strategy 1: HNES will host multiple family friendly evening programs to engage families and the community: Meet the Teacher Open House SLAM (Student Leaders and Mentors) Night Culture Fair **Strategy's Expected Result/Impact:** Families and the community will be a part of student learning and have a better understanding of their child's academic expectations. **Staff Responsible for Monitoring:** Principal, Assistant Principal. Teachers **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1

Goal 7: (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: Increase parent positive perception survey data (baseline in 24-25).

Strategy 1 Details
Strategy 1: All teachers (PK-5) will communicate progress to parents after screeners, CBAs, and or Common Formative Assessments (CFAs) using campus templates or software family letters. **Strategy's Expected Result/Impact:** *Parents/Guardians are aware of progress for their student(s). *Parents/Guarians partner with the campus to ensure each child reaches their full potential. **Title I:** 2.4, 2.6 **Problem Statements:** Perceptions 2
Strategy 2 Details
Strategy 2: Students will share their individual goals and progress during Open House ("W.I.G.s - Wildly Important Goals - Leader in Me) **Strategy's Expected Result/Impact:** Parents/Guardians will have a deeper understanding of student progress. **Staff Responsible for Monitoring:** Teachers, Principal **Problem Statements:** Perceptions 2

Goal 7: (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: Increase positive customer service survey (baseline data collected 24-25).

Strategy 1 Details
Strategy 1: HNES parent newsletter (HNES Lighthouse News) will be shared each week and will include important dates, reminders, counselor corner, PTA updates, and special areas news. **Strategy's Expected Result/Impact:** Clear communication on events and news from the campus. **Staff Responsible for Monitoring:** Principal, Counselor, PTA **Problem Statements:** Demographics 1
Strategy 2 Details
Strategy 2: Teachers will send a "Positive Post Card" home each month. **Strategy's Expected Result/Impact:** Increase of positive communication home to parents each month. **Staff Responsible for Monitoring:** Principal, Teachers **Problem Statements:** Demographics 1

Goal 8: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1: 3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Sources: Increase positive customer service survey (baseline data collected 24-25).

Strategy 1 Details
Strategy 1: We will partner with PTA to provide volunteer opportunities, grow membership, improve attendance, and increase engagement of parents and families volunteerism. **Strategy's Expected Result/Impact:** Increased parent and family engagement Increased participation in programs like Watch DOG Dads. Increased volunteerism across campus. **Problem Statements:** School Processes & Programs 3