Hutto Independent School District

Hutto Middle School

2024-2025 Campus Improvement Plan



Mission Statement

Hippo Nation Inspires Excellence in Academics, Character, and Community!

Vision

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

Table of Contents

Comprehensive Needs Assessment 3
Demographics 3
Student Learning 6
School Processes & Programs 13
Perceptions 15
Goals 18
Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations. 18
Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready. 23
Goal 3: (1.4) Identify and implement wrap-around services supporting the whole child. 26
Goal 4: (2.2) Expand strategies that attract and retain high-performing talent. 30
Goal 5: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching. 32
Goal 6: (3.1) Meaningfully engage parents and community as inclusive partners. 33
Goal 7: (3.3) Establish meaningful two-way discourse with diverse stakeholders. 36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hutto Middle School is located in Williamson County in Central Texas and serves 6th through 8th grade students in Hutto Independent School District. At the close of the 2023-2024 school year, the total enrollment for Hutto Middle School was 1264 students. With the opening of a third middle school, enrollment numbers are projected to decrease to 725 students for the 2024-2025 school year. As construction of new housing projects continues and Hutto ISD enrollment continues to climb, HMS is still predicted to continue to increase in student population each year.

Currently, 45.5% of the student population qualifies as economically disadvantaged, but the Economically Disadvantaged sub-population is predicted to continue to decrease due to newer, higher-priced neighborhoods being built in the Hutto Middle School zoning. However, continued staff development needs to be available for staff to concentrate on teaching students of poverty.

HMS currently serves students identified with substantial behavioral disabilities through the Behavior and Social Education (BaSE) program as well as through our Functional Academics program. All of our students identified with special needs participate in the least restrictive setting through enrollment in co-teach and/or inclusion. Our Special Education population has increased to its largest number on campus to date at 17.6%. This slight increase in our Special Education population, as well as our 504 population, has not contributed to an increase in our At-Risk population for the past 3 years, which has continued to drop. HMS has established a Multi-tiered System of Support (MTSS) program that targets struggling students in Tier 1 core instruction. Students still struggling are provided Tier II & III support through intervention classes, HB 4545 tutorials, and morning or after-school tutorials. Students who are not responsive to intervention are referred to the MTSS committee for the next steps, which might include processes for 504 or Special Education placement.

Our LEP population has increased to its largest number to date, 18.9%. This is a 2% from 2022-2023. The majority of our ESL/LEP students come from Cottonwood Creek Elementary, Veterans Hill Elementary, and Benjamin “Doc” Kerley Elementary. These campuses all offer a Bilingual program for their students. ESL students at HMS receive support in the classroom, as all ELA teachers are required to hold an ESL supplemental certificate through TEA. Our beginning and intermediate ESL students attend an ESL class, taught by an ESL-certified teacher.

Students identified as Gifted and Talented make up 8.11% of the total student population, which is a 1% increase over last year. A Gifted and Talented screener is now being given to all second-grade students in Hutto ISD, and as a result, we expect to continue to see a significant increase in students identified as gifted and talented in the next couple of years, and for this sub-population to more closely match our campus demographics. In addition, the campus and district are working

to strengthen the GT program at the middle school level, including an enrichment period for project-based learning and a year-long professional development plan for the staff.

Hutto Middle School will continue to uphold high expectations for behavior and discipline. In 2023-2024 we did see an increase in discipline referrals, however, this can be contributed to including lunch and after-school detentions in our discipline system. We will expand Leader in Me this year by providing leadership opportunities for every student. We will also continue to reinforce positive behavior through PBIS (Positive Behavior Intervention System) through our Hippo Tickets and Hippo Store as well as Positive Office Referrals, Leaders of the Week, and Breakfast of Leaders. When disciplinary action is necessary, we will continue to use our low-level referral system which ensures communication and collaboration between staff and parents. Administrators will use restorative practices and students will have access to mental health support daily.

In 2023-2024, the percentage in attendance stayed consistent with the previous year at 94.27%. For 2024-2025, attendance expectations and incentives for students will be established early on and clearly communicated with staff, students, and parents. The administration and attendance committee at Hutto Middle School will monitor attendance numbers weekly and notify parents when attendance becomes a concern. Automated phone calls will go out to families daily when students are marked absent and parents will receive letters when students have 3,6, or 9 unexcused absences. Attendance meetings will be held with families whose students are close to truancy. We will file with the truancy court when all other interventions have been exhausted.

Ethnic Distribution	
African American	13.90%
Hispanic	44.80%
White	30.40%
American Indian	0.60%
Asian	3.20%
Pacific Islander	0.10%
Two or More Races	7%
Sex	
Female	48.80%
Male	51.20%
Special Populations	
Economically Disadvantaged	46.60%
Non-Economically Disadvantaged	53.40%
504	12.90%

Ethnic Distribution	
EB Students/ELL	16.40%
Students with discipline placements	1.40%
Dyslexia	7.20%
Homeless	0.70%
Immigrant	0.80%
Migrant	0%
Title 1	100%
Military-Connected	5.50%
At Risk	37.60%
Students with Disabilities	
Intellectual Disabilities	65%
Physical Disabilities	9%
Autism	6.80%
Behavioral	19.20%

Demographics Strengths

Strengths:

- We are united in how we describe the campus - Learners Today, Leaders Tomorrow (all students are leaders and we provide them with opportunities to lead). Our work is guided by our Collective Commitments that outline our campus beliefs and values
- We offer a wide variety of programs for our students (GT, SPED, ESL, Fine Arts, CTE, and Electives). We expanded on this with our Enrichment time this year by offering additional clubs and activities for our students (GT Passion Projects, School Beautification (Mural), Gardening, Student Council, No Place for Hate, ASL, Book Club, FCCLA)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance for Parent and Family Engagement events/activities and Title1/CIP meetings is low even though invitations are extended to the entire school community. **Root Cause:** The events do not appeal to or meet the needs of the majority of our Hutto Middle School Families.

Student Learning

Student Learning Summary

Students took the NWEA MAP screener in August, January and May to measure their grade-level proficiency in Math, Reading and Language. In May, 6th-8th grade students took Math and Reading STAAR assessments. 8th Grade students also took STAAR Social Studies and Science in May. Both sets of data will help inform instruction and personalized learning plans for students during our Enrichment period.

In addition to MAP and STAAR, TELPAS is used to measure English Language Proficiency in listening, speaking, reading and writing for our Emergent Bilingual population.

6th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	62.77%	33.21%	15.69%	66.85%	35.36%	18.51%	79%	52.25%	21.25%	75.56%	50.62%	21.70%
Economic Disadvantage	52.52%	23.02%	9.35%	58.43%	25.90%	10.84%	68.75%	42.50%	16.25%	69.52%	43.85%	13.90%
American Indian/Alaskan Native	0%	0%	0%	100%	100%	0%	-	-	-	0%	0%	0%
Asian	100%	60%	60%	100%	44.44%	22.22%	85.71%	64.29%	50%	82.61%	69.57%	43.48%
Black/African American	46.67%	30%	16.67%	68.63%	37.25%	15.69%	68.18%	50%	15.91%	66.67%	40.74%	12.96%
Hispanic	50.43%	23.08%	10.26%	62.72%	28.99%	15.38%	79.41%	47.06%	18.82%	76.22%	48.65%	18.92%
Two or More Races	91.67%	75%	41.67%	76%	36%	12%	-	-	-	100%	100%	100%
White	76.85%	39.81%	16.67%	67.62%	42.86%	25.71%	81.82%	42.42%	12.12%	78.79%	54.55%	30.30%
Currently Emergent Bilingual	37.21%	16.28%	6.98%	41.94%	17.74%	8.06%	80.29%	59.85%	25.55%	76.47%	53.92%	23.53%
First Year of Monitoring	100%	0%	0%	100%	100%	0%	73.33%	37.33%	14.67%	65.85%	39.02%	14.63%
Second Year of Monitoring	66.67%	66.67%	66.67%	-	-	-	-	-	-	100%	0%	0%
Special Ed Indicator	14.29%	2.38%	0%	38.78%	8.16%	2.04%	40.98%	9.84%	0%	38.36%	10.96%	2.74%
7th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	69.78%	44.96%	26.62%	82.90%	59.07%	43.26%	82.94%	56.17%	26.77%	77.60%	59.12%	35.57%
Economic Disadvantage	64.75%	32.79%	16.39%	79%	55%	38%	76%	47%	18%	67.96%	46.96%	23.76%

6th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
American Indian/Alaskan Native	-	-	-	0.00%	0%	0%	100%	80%	0%	0%	0%	0%
Asian	-	-	-	91.67%	75.00%	75.00%	100.00%	80.00%	50.00%	75%	56.25%	43.75%
Black/African American	66.67%	40.00%	10.00%	76.92%	61.54%	35.38%	84.13%	50.79%	20.63%	78.95%	52.63%	31.58%
Hispanic	71.97%	42.42%	28.03%	79.63%	51.23%	38.27%	79%	51%	22%	74.87%	56.54%	33.51%
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	100.00%	100.00%	0.00%	-	-	-
Two or More Races	66.67%	42%	16.67%	100%	84%	68%	93.10%	72.41%	41.38%	57.58%	45.45%	27.27%
White	68%	50%	31%	88.00%	64.00%	48.00%	82.65%	60.20%	33.67%	86.47%	69.17%	42.11%
Currently Emergent Bilingual	65%	27%	16%	65%	28%	19%	72%	41%	11%	63.64%	48.05%	31.17%
First Year of Monitoring	100%	100%	50%	100%	100.00%	100.00%	100%	100%	100%	100%	100%	0%
Second Year of Monitoring	0.00%	0.00%	0.00%	-	-	-	100.00%	100.00%	0%	-	-	-
Special Ed Indicator	29.55%	9.09%	2.27%	39.22%	7.84%	3.92%	54.17%	12.50%	0%	37.50%	18.75%	3.12%
8th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	70.04%	35.63%	13.36%	86.45%	62.32%	41.13%	83.95%	58.95%	28.42%	83.96%	57.14%	28.57%
Economic Disadvantage	65.09%	32.08%	13.21%	83.52%	56.25%	35.80%	78.17%	51.78%	22.84%	78.92%	47.55%	22.55%
American Indian/Alaskan Native	50%	0%	0%	-	-	-	50%	50%	50%	100%	75%	25%
Asian	33.33%	33.33%	0%	100%	25%	25%	93.33%	86.67%	60%	92.31%	76.92%	30.77%
Black/African American	56%	24%	4%	89.09%	65.45%	50.91%	76.81%	46.38%	15.94%	80.60%	55.22%	22.39%
Hispanic	67.92%	28.30%	11.32%	86.36%	61.62%	39.90%	78.95%	51.46%	24.56%	80.65%	51.08%	23.12%
Native Hawaiian/ Pacific Islander	-	-	-	100%	0%	0%	-	-	-	100%	100%	100%
Two or More Races	66.67%	38.10%	9.52%	94.74%	52.63%	26.32%	94.44%	72.22%	38.89%	93.33%	66.67%	36.67%
White	78.89%	47.78%	20%	83.59%	65.62%	42.19%	95.19%	74.04%	36.54%	87.63%	62.89%	39.18%

6th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Currently Emergent Bilingual	56.25%	18.75%	3.12%	79.66%	44.07%	23.73%	70.69%	39.66%	20.69%	72%	40%	13.33%
First Year of Monitoring	100%	100%	100%	100%	100%	100.00%	100%	100%	100%	100%	100%	100%
Second Year of Monitoring	100%	100%	0%	-	-	-	-	-	-	50%	0%	0%
Special Ed Indicator	41.18%	5.88%	0%	55.74%	13.11%	3.28%	46.43%	10.71%	1.79%	67.92%	26.42%	9.43%

6th Grade Math	2021			2022			2023					
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	65.23%	28.67%	8.24%	69.86%	28.22%	8.77%	74.25%	32.25%	5.50%	65.06%	31.65%	9.87%
Economic Disadvantage	58.39%	19.71%	5.84%	62.65%	21.69%	4.82%	71.60%	21.30%	3.55%	60.87%	21.74%	4.89%
American Indian/Alaskan Native	0%	0%	0%	100%	0%	0%	-	-	-	0%	0%	0%
Asian	83.33%	66.67%	33.33%	77.78%	55.56%	33.33%	78.57%	64.29%	28.57%	73.91%	43.48%	21.74%
Black/African American	65.62%	15.62%	3.12%	60.78%	23.53%	3.92%	71.11%	24.44%	2.22%	52.83%	22.64%	7.55%
Hispanic	53.78%	17.65%	5.04%	67.84%	22.81%	7.02%	69.88%	26.51%	4.82%	67.03%	30.22%	7.14%
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	-	-	-	100%	100%	0%
Two or More Races	92.31%	76.92%	15.38%	80%	48%	16%	68.75%	28.12%	3.12%	75%	50%	12.50%
White	74.77%	37.38%	11.22%	74.53%	33.02%	10.38%	81.56%	39.72%	5.67%	62.38%	29.70%	12.87%
Currently Emergent Bilingual	50%	9.52%	2.38%	56.45%	12.90%	4.84%	66.67%	21.33%	2.67%	58.02%	27.16%	3.70%
First Year of Monitoring	100%	0%	0%	100%	100%	0%	-	-	-	-	-	-
Second Year of Monitoring	100%	66.67%	33.33%	-	-	-	100%	0%	0%	100%	0%	0%
Special Ed Indicator	13.95%	2.33%	0%	53.06%	4.08%	0%	43.08%	9.23%	1.54%	33.33%	8.33%	1.39%

7th Grade Math	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters

6th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	56.18%	32.86%	11.66%	52.69%	21.54%	3.85%	59.29%	23.57%	1.79%	40.07%	11.45%	0%
Economic Disadvantage	44.03%	20.15%	6.72%	48.53%	17.65%	3.68%	51.41%	17.61%	0.70%	35.42%	9.72%	0%
American Indian/Alaskan Native	-	-	-	0%	0%	0%	100%	100%	25%	0%	0%	0%
Asian	-	-	-	50%	50%	25%	83.33%	33.33%	0%	77.78%	22.22%	0%
Black/African American	43.33%	26.67%	3.33%	43.75%	10.42%	2.08%	59.57%	19.15%	0%	29.27%	2.44%	0%
Hispanic	49.25%	26.87%	10.45%	47.01%	14.53%	1.71%	52.67%	17.56%	1.53%	39.57%	10.07%	0%
Native Hawaiian/ Pacific Islander	-	-	-	-	-	-	100%	100%	0%	-	-	-
Two or More Races	58.33%	25%	8.33%	87.50%	50%	25%	85%	25%	0%	22.73%	4.55%	0%
White	68.22%	42.99%	15.89%	64.20%	34.57%	4.94%	59.15%	30.99%	2.82%	47.06%	18.82%	0%
Currently Emergent Bilingual	31.37%	13.73%	7.84%	45.45%	11.36%	2.27%	36%	10%	0%	44.26%	9.84%	0%
First Year of Monitoring	83.33%	33.33%	0%	100%	50%	0%	-	-	-	0%	0%	0%
Second Year of Monitoring	-	-	-	50%	50%	0%	-	-	-	-	-	-
Special Ed Indicator	15.22%	6.52%	0%	16.07%	3.57%	3.57%	31.82%	4.55%	0%	19.35%	3.23%	0%
	2021			2022			2023			2024		
8th Grade Math	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	32.56%	8.72%	0.58%	74.68%	34.63%	10.08%	73.77%	39.48%	10.39%	85.23%	59.09%	19.77%
Economic Disadvantage	22.62%	5.95%	1.19%	69.10%	26.97%	6.18%	69.57%	32.85%	7.73%	80.79%	47.78%	12.32%
American Indian/Alaskan Native	0%	0%	0%	-	-	-	33.33%	33.33%	0%	75%	0%	0%
Asian	50%	0%	0%	100%	70%	60%	90.91%	72.73%	27.27%	94.12%	88.24%	41.18%
Black/African American	16.67%	0%	0%	67.92%	22.64%	5.66%	66.18%	29.41%	4.41%	80.88%	52.94%	11.76%
Hispanic	32.93%	9.76%	1.22%	71.19%	29.94%	6.21%	68.51%	31.49%	9.39%	82.74%	51.78%	16.75%
Native Hawaiian/ Pacific Islander	-	-	-	100%	100%	0%	-	-	-	100%	100%	0%

6th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Two or More Races	29.41%	17.65%	0%	80.77%	46.15%	19.23%	85.71%	52.38%	9.52%	87.88%	66.67%	18.18%
White	39.22%	7.84%	0%	79.66%	41.53%	11.86%	86%	55%	15%	89.74%	70.09%	28.21%
Currently Emergent Bilingual	23.08%	0%	0%	61.82%	25.45%	1.82%	69.84%	25.40%	7.94%	80.23%	45.35%	12.79%
First Year of Monitoring	100%	100%	0%	100%	80%	20%	100%	100%	33.33%	-	-	-
Second Year of Monitoring	100%	100%	0%	100%	100%	100%	100%	100%	50%	0%	0%	0%
Special Ed Indicator	6.25%	0%	0%	39.68%	9.52%	0%	27.87%	6.56%	1.64%	70.59%	27.45%	3.92%
	2021			2022			2023			2024		
ALG I EOC	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	83.91%	48.28%	18.39%	98.63%	90.41%	67.12%	100%	92.71%	78.12%	100%	98.89%	84.44%
Economic Disadvantage	81.25%	46.88%	15.62%	100%	86.79%	62.26%	100%	85.71%	71.43%	100%	100%	85.71%
Asian	100%	100%	50%	100%	50%	50%	100%	87.50%	87.50%	100%	100%	100%
Black/African American	88.89%	33.33%	0%	94.74%	78.95%	47.37%	100%	91.67%	66.67%	100%	100%	92.86%
Hispanic	83.33%	40%	13.33%	100%	90.91%	66.67%	100%	91.18%	76.47%	100%	100%	76.32%
Two or More Races	60%	40%	0%	100%	100%	50%	100%	100%	100%	100%	100%	100%
White	85.37%	56.10%	26.83%	98.18%	94.55%	76.36%	100%	94.12%	76.47%	100%	96.30%	85.19%
Currently Emergent Bilingual	77.78%	55.56%	22.22%	100%	78.57%	35.71%	100%	85.71%	57.14%	100%	100%	83.33%
First Year of Monitoring	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
Second Year of Monitoring	-	-	-	-	-	-	-	-	-	100%	100%	100%
Special Ed Indicator	50%	50%	0%	50%	50%	50%	100%	100%	100%	100%	100%	75%
8th Grade Social Studies	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters

6th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	58.02%	23.46%	10.29%	64.60%	30.45%	18.07%	59.42%	30.89%	11.78%	56.50%	26.25%	10.75%
Economic Disadvantage	43.69%	16.50%	7.77%	57.07%	21.47%	8.90%	50.26%	22.28%	7.77%	49%	22%	9%
American Indian/Alaskan Native	0%	0%	0%	-	-	-	33.33%	33.33%	0%	75.00%	50.00%	25.00%
Asian	33.33%	33.33%	0%	75%	50%	25%	73.33%	60%	40%	69.23%	38.46%	23.08%
Black/African American	46.15%	3.85%	0%	64.15%	18.87%	13.21%	47.83%	21.74%	8.70%	51.52%	24.24%	12.12%
Hispanic	48.54%	18.45%	6.80%	61.11%	25.25%	12.63%	54.39%	26.90%	7.60%	49%	19%	5%
Native Hawaiian/ Pacific Islander	-	-	-	100%	100%	0%	-	-	-	100%	0.00%	0.00%
Two or More Races	61.90%	14.29%	4.76%	47.37%	21.05%	10.53%	72.22%	44.44%	11.11%	70.00%	33.33%	6.67%
White	73.86%	37.50%	19.32%	72.66%	43.75%	29.69%	72.38%	37.14%	17.14%	66.33%	37.76%	19.39%
Currently Emergent Bilingual	32.35%	11.76%	2.94%	52.46%	18.03%	4.92%	41.38%	15.52%	6.90%	35%	14%	4%
First Year of Monitoring	100%	100%	0%	100%	50%	16.67%	66.67%	66.67%	33.33%	100%	100%	100%
Second Year of Monitoring	100%	100%	0%	-	-	-	66.67%	66.67%	33.33%	0.00%	0.00%	0%
Special Ed Indicator	26.47%	2.94%	0%	25.81%	3.23%	1.61%	21.31%	1.64%	1.64%	28.85%	9.62%	0%

8th Grade Science	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
HUTTO MIDDLE SCHOOL	70.73%	44.31%	21.14%	87.13%	58.91%	32.43%	77.31%	51.98%	20.84%	87.75%	60.50%	24%
Economic Disadvantage	58.65%	29.81%	15.38%	83.16%	50.53%	25.79%	70.53%	42.63%	12.63%	81.86%	54.90%	18.63%
American Indian/Alaskan Native	50%	0%	0%	-	-	-	33.33%	33.33%	0%	100%	100%	0%
Asian	66.67%	33.33%	33.33%	100%	50%	0%	86.67%	66.67%	53.33%	100%	75%	50%
Black/African American	57.69%	30.77%	3.85%	90.38%	55.77%	26.92%	73.13%	40.30%	10.45%	91.04%	59.70%	17.91%
Hispanic	64.76%	36.19%	19.05%	86.43%	57.29%	26.13%	71.34%	43.27%	15.79%	83.42%	53.48%	19.79%

6th Grade Reading	2021			2022			2023			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
Native Hawaiian/ Pacific Islander	-	-	-	100%	100%	100%	-	-	-	100%	100%	0%
Two or More Races	61.90%	33.33%	14.29%	78.95%	47.37%	26.32%	77.78%	61.11%	27.78%	96.67%	83.33%	30%
White	84.27%	61.80%	30.34%	88.28%	64.84%	46.09%	90.38%	71.15%	30.77%	88.78%	63.27%	32.65%
Currently Emergent Bilingual	55.88%	20.59%	11.76%	81.67%	45%	15%	60.34%	27.59%	10.34%	72.73%	36.36%	12.99%
First Year of Monitoring	100%	100%	100%	100%	83.33%	50%	100%	100%	66.67%	100%	100%	100%
Second Year of Monitoring	100%	100%	100%	-	-	-	100%	100%	66.67%	0%	0%	0%
Special Ed Indicator	47.06%	11.76%	0%	59.68%	16.13%	4.84%	36.07%	11.48%	3.28%	79.25%	41.51%	3.77%

Student Learning Strengths

Strengths:

- The overall percentage of students at Masters grade-level on the 7th Grade Reading assessment increased 9% to 35%. All subpopulations saw an increase in the Masters category.
- 8th Grade Reading performance remained steady overall, but significant increases were seen in the Special Education sub-population
- 6th Grade Math doubled the percent of students at Masters grade-level from 2022-2023 to 2023-2024.
- The percent of Emergent Bilingual students that were Approaches Grade-level on 7th Grade Math increased by 8% from 2022-23 to 2023-24.
- 8th Grade Math increased by 10% or more from 2022-2023 in Approaches, Meets and Masters categories. All sub-populations increased, with the Special Education and Emergent Bilingual populations showing the greatest percent of growth.
- Algebra I had nearly 100% of students at Meets, only one student was at Approaches. 84% of students met Mastery.
- In 8th Grade Social Studies, the Black/African American and Special Education sub-populations made gains in Approaches and Meets from 2022-2023.
- 8th Grade Science made gains in all categories, Approaches, Meets and Masters. All sub-populations increased, with the Special Education and Emergent Bilingual populations showing the greatest percent of growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student achievement and student growth is not consistent between the different sub-populations represented on our campus. **Root Cause:** Our staff lacks the training and tools necessary to design instruction that appropriately challenges all students.

School Processes & Programs

School Processes & Programs Summary

Staff Retention and New School Impact

Despite the opening of a new school, the campus has maintained an 85% staff retention rate. This indicates a strong culture and supportive environment, at Hutto Middle School, which has helped retain staff even with more employment options being available.

Dyslexia and ESL Intervention Classes

Hutto Middle School provides targeted intervention classes for students with Dyslexia and those in need of English as a Second Language (ESL) support. These programs are crucial for addressing diverse student needs, ensuring all students have access to the curriculum.

Professional Learning Communities (PLCs)

PLCs meet daily to facilitate collaboration among teachers, focusing on lesson internalization with our High-Quality Instructional Materials for ELA, Math and Science and data-driven instruction in all subject areas. This promotes continuous improvement in teaching strategies, ensuring that instruction is aligned with student needs.

Data-Driven Instruction

Teachers regularly analyze student performance data to inform instructional decisions. At Hutto Middle School we use multiple data-points including: STAAR, MAPS, Curriculum-based Assessments, and teacher-created formative assessments. This approach helps to identify learning gaps and tailor instruction to meet the needs of all students.

Grade-Level Team Meetings

Bi-weekly grade-level team meetings are held to discuss student progress, curriculum alignment, and instructional strategies. These meetings are instrumental in establishing campus-wide expectations and a levels system for behavior management. The Positive Behavioral Interventions and Supports (PBIS) framework is reinforced through the use of Hippo Tickets and a Hippo Store, which reward and encourage positive behavior, aligned with the 7 Habits. These meetings foster collaboration among teachers, ensuring consistency in instruction and behavior management across grades.

Campus Leadership Team (CLT)

The CLT plays a critical role in decision-making processes, guiding the overall direction of the school’s academic and operational strategies. The CLT met for two days over the summer to reflect on the previous year and determine the focus areas for the upcoming year. Key focus areas include:

- Staff Accountability: Encouraging staff to hold each other accountable to maintain a consistent and positive school environment.
- Behavior Management: Ensuring consistency in reinforcing positive behavior and implementing common classroom management strategies.
- Writing Across the Curriculum: Promoting writing skills in all subject areas.
- School-Wide Binders: Implementing binders for every student to support organization and academic tracking.
- Student Leadership: Establishing student leadership roles in every classroom.
- Grade-Level Mission Statements: Developing and reinforcing grade-level mission statements to align with the school's overall goals.
- Effectiveness: The involvement of a diverse group of leaders ensures that decisions are well-informed and reflective of the school’s needs, setting a strong

foundation for the upcoming year.

Leader in Me Lighthouse Team and Action Teams

The school is part of the Leader in Me program, with a dedicated Lighthouse Team and whole staff participation in Action Teams. These teams concentrate on Leadership, Culture, and Academics, ensuring a holistic approach to school improvement. The Lighthouse Team and Action Teams identify the "Big Rocks" for the campus, setting priorities and determining the next steps to move the school forward. This initiative fosters a leadership culture among students and staff, promoting personal and academic growth, while aligning the school's efforts with its core values and goals.

School Processes & Programs Strengths

Strengths:

- The high staff-retention rate allows us to build upon our current systems and processes, rather than having to start over with new staff.
- Overall improvement in student behavior with the implementation of a PBIS plan.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Although we have systems and process in place for managing behavior, there is inconsistency among the staff with implementation. **Root Cause:** We are lacking a system of accountability for all staff members to follow-through with the systems we have in place.

Problem Statement 2: Not all teachers have the opportunity to regularly provide ideas and input in campus decision-making. **Root Cause:** Campus decision making is done through the Campus Leadership Team meetings. While team and department leads bring input from other staff members, there is not a system for ensuring everyone's voice is heard equally.

Perceptions

Perceptions Summary

Student Engagement:

Attendance:

- The overall student attendance rate for 2023-2024 is 94.27%, consistent with the previous year, but still well below the desired 96%. Efforts to increase attendance, such as student incentives, attendance 101 meetings, and letters sent home at 3, 6, and 9 absences, did not have a significant impact on attendance.

Discipline:

There was a noticeable increase in student discipline, rising from 12.89% to 16.97%, attributed to higher behavioral expectations and stricter actions related to possession of nicotine vapes, aggression, and derogatory language.

- Enrollment:
    - White: 27.17%
    - African American: 14.30%
    - Hispanic: 45.05%
    - Other: 13.59%
- In-School Suspension (ISS):
    - White: 26.93% (slightly below their enrollment percentage)
    - African American: 25.33% (above their enrollment percentage)
    - Hispanic: 33.07% (slightly below their enrollment percentage)
    - Other: 14.67% (slightly above their enrollment percentage)
- Out-of-School Suspension (OSS):
    - White: 23.64% (below their enrollment percentage)
    - African American: 23.64% (above their enrollment percentage)
    - Hispanic: 27.27% (slightly below their enrollment percentage)
    - Other: 25.45% (above their enrollment percentage)

- Disciplinary Alternative Education Program (DAEP):
    - White: 40.00% (significantly above their enrollment percentage)
    - African American: 10.00% (below their enrollment percentage)
    - Hispanic: 40.00% (above their enrollment percentage)
    - Other: 10.00% (below their enrollment percentage)

Staff Engagement:

The teacher retention rate for 2023-24 was 85%. Despite the opening of a new campus, the majority of staff wanted to stay at Hutto Middle School. The staff that resigned left because they were moving out of the region or state or they accepted a promotion. Results from the Spring 2024 Staff Survey indicate that the staff enjoy working at Hutto Middle School because they feel supported by their administrators and co-workers.

Parent/Guardian Engagement:

At Hutto Middle School we focus on an authentic home/school connection to educate and engage parents in understanding how to support their children. We have created and continue to create many opportunities for parents to be involved and come on campus to share the successes of their children. The list below are community engagement opportunities that we host each year.

- Meet The Teacher and Open House
- Student/teacher/parent conferences
- Positive phone calls home
- HMS PTSA general meetings
- Title 1 Parental Involvement Meeting
- Student group parent chaperone opportunities (social-emotional)
- Parent and community member mentors

Parents and other community members are involved with the school through:

- Meet the Teacher Night prior to school starting, where students and parents have an opportunity to meet their new teachers.
- Parents are involved with Hutto Middle School through PTSA
- Community/parent mentors and volunteer programs
- Parental involvement was also evident in our Theater Arts. Band, choir, theater arts, and Robotics were well attended by parents and community members
- Veteran’s Day program, coordinated by HMS Electives Department, parents, and community members.
- PTSA - held the Fall Carnival, students, staff, and community members had booths set up and could raise extra money for their clubs.

- Black History Month Celebration that included students and families from neighboring districts.
- Athletic events are heavily supported by many families and community members as spectators and volunteers.
- HMS Academic Awards
- NJHS/Student Council community volunteer hours and student projects.

At HMS the teacher's expectations for parental involvement are that:

- Teachers expect parents to help with behaviors that occur in class at home, as well as get students to tutoring sessions as needed.
- Communicate the needs of students or changes to student situations that may hinder student progress in class.

Perceptions Strengths

Strengths:

- Attendance stayed consistent with the previous school year.
- DAEP placements decreased from 44 to 21 from the previous school year.
- Staff retention rates increased to 85%.
- Parents and Guardians are highly involved in campus activities that directly involve their student.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance is 2% below the desired 96%. **Root Cause:** Students and parents do not understand the impact that missing school has on academic performance and social development.

Problem Statement 2: ISS and OSS placements increased from the previous year. **Root Cause:** Lack of a consistent MTSS system to provide wrap-around services for students with a pattern of unexpected behaviors.

Problem Statement 3: Parent and Family engagement is low at events that do not directly involve their student. **Root Cause:** Campus-wide events do not provide opportunities for all students to participate in the planning and presentation.

Goals

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

Performance Objective 1: (1.1.1) Students in 6th-8th 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: Provide training for all staff on how to administer the NWEA MAP screener so that the screener can be taken in a serious testing environment with less distractions and enough time to complete the screener in one day. **Strategy's Expected Result/Impact:** Students will take the screener more seriously, leading to an increase in the number of students on-grade level and meeting growth. **Staff Responsible for Monitoring:** Admin, Campus Testing Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

Strategy 2 Details
Strategy 2: Implement student-facing data trackers for students to track their own progress on the NWEA MAP Screener. **Strategy's Expected Result/Impact:** Students will take ownership of their data, leading to an increase in the number of students on-grade level and meeting growth. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

Strategy 3 Details

Strategy 3: Implement a standardized data analysis process following each curriculum-based assessment to identify areas for growth and create an action plan to address gaps in student achievement.

Strategy's Expected Result/Impact: Data analysis will lead to targeted interventions, improved instructional strategies, and data-driven decision-making, ultimately resulting in higher student achievement, better understanding of individual student needs, and enhanced overall academic progress.

Staff Responsible for Monitoring: Teachers, Administration

Title I:
2.4
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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. (Local Improvement Plan (LIP).

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.

All students, will meet or exceed Domain 3 benchmarks, specifically the white student subpopulation in Math. (LIP).

Strategy 1 Details

Strategy 1: Students will write in all classes with a focus on the HMS Big Three: "We prove ourselves by connecting evidence to answer choices. We speak in complete sentences using academic language. We write in complete sentences using academic language."

Strategy's Expected Result/Impact: Student scores on SCR and ECR items on the STAAR Reading, Science, and Social Studies tests will increase, and also result in increased student achievement overall.

Staff Responsible for Monitoring: Administrators, Department Heads, Teachers

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Strategy 2 Details

Strategy 2: HQIMs will be utilized, with fidelity, in all core content areas (Springboard for ELA, Carnegie for Math, McGraw Hill for Science, and DBQ Project for History). (LIP)

Strategy's Expected Result/Impact: More students will perform at the Meets/Masters level due to increased exposure to rigorous, grade appropriate, learning opportunities.

All students, will meet or exceed Domain 3 benchmarks, specifically the white student subpopulation in Math. (LIP).

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

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: All Math Classes will integrate personalized learning pathways in Mathia and IXL to address learning gaps and enhance mastery of grade-level concepts. **Strategy's Expected Result/Impact:** Over 80% of students will meet expected growth on the 2024-2025 STAAR Math test. **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1
Strategy 2 Details
Strategy 2: All ELA Classes will integrate personalized learning pathways in IXL to address learning gaps and enhance mastery of grade-level concepts. **Strategy's Expected Result/Impact:** Over 80% of students will meet expected growth on the 2024-2025 STAAR Reading test. **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1

Strategy 3 Details

Strategy 3: All students will have access to calculators in Math classrooms to support concept development and mastery of grade-level skills, contributing to increased STAAR growth percentages in reading and math

Strategy's Expected Result/Impact: Over 80% of students will meet expected growth on the 2024-2025 STAAR Reading test.

Staff Responsible for Monitoring: Math teachers, Admin

Title I:
2.4

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

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.

Evaluation Data Sources: College, Career, or Military ready graduates will increase from 79% to 83%.

Strategy 1 Details
Strategy 1: All 8th grade students will complete a college and career course in the Fall Semester through Enrichment. **Strategy's Expected Result/Impact:** Student will have a better understanding of the college and career pathways available to them as they transition to high school. **Staff Responsible for Monitoring:** 8th Grade Teachers, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 1
Strategy 2 Details
Strategy 2: We will introduce a school-wide binder system to help students develop the executive functions needed to become independent learners and to prepare them for college and future careers. **Strategy's Expected Result/Impact:** Students will develop stronger organizational skills, which will help them manage their materials, assignments, and responsibilities more effectively. The binders help build skills like organization and time management, which are essential for success in college and future careers. The binders serve as a tool for tracking learning progress, including assignments, notes, and goals, which helps students take ownership of their education. Improved organization and note-taking contribute to better retention of information, leading to higher academic performance. **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators **Title I:** 2.4, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1

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

Performance Objective 2: (1.2.2) 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: Employ an ESL teacher to provide dedicated support for Newcomers (students who have been in the United States for three years or less) through a designated ESL class, as well as by offering additional support by co-teaching in core subject classes. **Strategy's Expected Result/Impact:** Employing an ESL teacher to provide dedicated support for Newcomers will enhance their language acquisition and overall academic achievement by bridging language barriers, improving comprehension and engagement in core subjects, and fostering greater confidence and participation in class. By combining targeted ESL instruction with in-class support, Newcomers are expected to make accelerated progress in English language proficiency, integrate more successfully into the school community, and improve their overall academic performance. **Staff Responsible for Monitoring:** ESL Teacher, Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Learning 1

Strategy 2 Details
Strategy 2: Provide Special Education teachers and paraprofessionals a daily common planning time with the general education teachers. **Strategy's Expected Result/Impact:** Providing this common planning time will improve instructional strategies, align goals across general and special education settings, and ensure a cohesive approach to meeting individual needs. The impact will likely be greater consistency in implementing individualized education plans (IEPs), increased student engagement and achievement, and a more inclusive classroom environment for all learners. **Staff Responsible for Monitoring:** Special Education Teachers, Core Content Teachers, Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

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: 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: All students that score Meets and Masters on the previous year's STAAR test will be placed in an Honors class for that subject area. **Strategy's Expected Result/Impact:** This approach aims to foster deeper content understanding, critical thinking, and higher engagement for these students. The impact is anticipated to include greater student motivation, improved academic performance, and increased preparedness for advanced coursework in the future. **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

Strategy 2 Details
Strategy 2: PLCs will utilize the Hutto ISD Lesson Internalization protocols to guide instructional decisions. **Strategy's Expected Result/Impact:** Lesson internalizations will help teachers deeply understand the curriculum, align instructional practices, and create more engaging, effective lessons. The impact will likely include improved student comprehension, more intentional and targeted instruction, and increased overall student achievement. **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

Goal 3: (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: We will regularly monitor the attendance of our students, communicate proactively with students and families, and collaborate with students and families to create attendance plans as required by district and state guidelines to curb chronic absences and truancy. **Strategy's Expected Result/Impact:** Increased attendance rate from 94.27% to 95.27%. **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1
Strategy 2 Details
Strategy 2: Every student will have at least one leadership role on campus. **Strategy's Expected Result/Impact:** Increased feeling of belonging among students. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.5, 2.6 **Problem Statements:** School Processes & Programs 1 - Perceptions 1
Strategy 3 Details
Strategy 3: Students in each grade-level will work together to create a grade-level mission statement. **Strategy's Expected Result/Impact:** Increased sense of voice and belonging among students. **Staff Responsible for Monitoring:** Administration, Teachers **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1 - Perceptions 1

Goal 3: (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: Progress toward a co-teach model for Math and ELA inclusion classes to ensure Special Education student receive support daily, and for the entire class period. **Strategy's Expected Result/Impact:** Improved academic performance for Special Education students, increased engagement and participation in classroom activities, and enhanced collaboration between general and special education teachers. **Staff Responsible for Monitoring:** Special Education Teachers, General Education Teachers, Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

Goal 3: (1.4) Identify and implement wrap-around services supporting the whole child.

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

Strategy 1 Details

Strategy 1: Utilize the Leader in Me curriculum scope and sequence during Enrichment to engage students with the 7 Habits.

Strategy's Expected Result/Impact: Reduce the percent of students with discipline referrals from 16.97% to 12.5%.

Staff Responsible for Monitoring: Teachers, Administrators, Counselors

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Improve low-performing schools

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Strategy 2 Details

Strategy 2: Implement a campus PBIS plan to include hippo tickets that can be redeemed at the Hippo Store, Positive Office referrals and other incentives for students that follow campus expectations.

Strategy's Expected Result/Impact: Reduce the percent of students with discipline referrals from 16.97% to 12.5%

Title I:
2.5, 2.6

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Strategy 3 Details

Strategy 3: Implement a low-level referral system to encourage restorative practices and collaboration with families for student discipline.

Strategy's Expected Result/Impact: Reduce the percent of students with discipline referrals from 16.97% to 12.5%.

Title I:
2.5, 2.6

Problem Statements: School Processes & Programs 1

Strategy 4 Details

Strategy 4: Grade-level teams will meet every two weeks during their common conference time to develop MTSS behavior plans for students needing intervention.

Strategy's Expected Result/Impact: Reduce the percent of students with discipline referrals from 16.97% to 12.5%.

Staff Responsible for Monitoring: Administrators, Teachers

Title I:
2.5, 2.6

- ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1 - Perceptions 2

Goal 4: (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 1: (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: Every staff member will participate on an Action Team (Leadership, Culture, Academics) to make campus decisions. A campus Lighthouse team will be established to ensure the action teams stay on track with their goals. **Strategy's Expected Result/Impact:** Greater sense of leadership and belonging among staff members. **Staff Responsible for Monitoring:** Administration, Lighthouse Team **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2
Strategy 2 Details
Strategy 2: Built in time in the Master Schedule and Meeting Calendar for Departments, PLC's, Grade-levels, Department Heads, Leadership Team and Lighthouse team to meet regularly to evaluate the campus culture and develop plans for improvement. **Strategy's Expected Result/Impact:** Greater sense of leadership and belonging among staff members. **Staff Responsible for Monitoring:** Administration **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2

Strategy 3 Details

Strategy 3: Adopt Collective Commitments to be upheld by all staff members.

Strategy's Expected Result/Impact: Foster a unified school culture, creating clear expectations, and promoting accountability among staff. These commitments are intended to align all team members with shared values and goals, ensuring consistent behavior and practices across the campus. The impact will likely be a stronger sense of teamwork, enhanced collaboration, and improved school climate. With everyone working towards common goals, this approach can lead to increased staff morale, more effective teaching practices, and a positive learning environment for students, ultimately contributing to higher student achievement.

Staff Responsible for Monitoring: All staff members

TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Strategy 4 Details

Strategy 4: Offer opportunities for staff to participate in professional development related to their specific content area or professional growth goals (CAST, CAMT, HISD Apprentice Training for new teachers)

Strategy's Expected Result/Impact: Offering professional growth opportunities supports teacher retention by empowering them with the tools they need to grow, leading to higher job satisfaction and motivation. As teachers apply new strategies and best practices learned through professional development, students will benefit from higher-quality instruction, which will contribute to increased student achievement.

Staff Responsible for Monitoring: Teachers, Administrators

Title I:
2.4
- TEA Priorities:
Recruit, support, retain teachers and principals
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Goal 5: (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 campus-wide, goal-oriented observation and feedback system based on the Hutto ISD Cornerstones rubric.

Evaluation Data Sources: Observation and Feedback Tracker, TTESS evaluations, Student Achievement Data.

Strategy 1 Details
Strategy 1: Utilize the Hutto ISD Cornerstone rubric to provide timely and specific feedback to teachers. **Strategy's Expected Result/Impact:** Feedback based on the Cornerstone rubric will provide teachers with clear expectations and actionable feedback, helping them refine their teaching practices and address areas needing improvement. The impact will likely include improved teaching effectiveness, increased student engagement and learning outcomes, and a culture of continuous professional development among staff. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1
Strategy 2 Details
Strategy 2: Provide training for all teachers on the Hutto ISD Cornerstones. **Strategy's Expected Result/Impact:** Training ensures that all teachers are on the same page regarding school-wide policies, procedures, and best practices, leading to consistency in implementation. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1

Goal 6: (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: Conduct a school-wide family book study on The 7 Habits of Highly Effective Families. Each month families will be assigned a chapter to read and incentives will be offered to students and families that participate in the study. **Strategy's Expected Result/Impact:** Increased connection and communication with families by providing the opportunity for them to partner with the school in teaching students the 7 Habits. **Staff Responsible for Monitoring:** Administrators, Lighthouse Team, Leadership Action Team **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 3
Strategy 2 Details
Strategy 2: Host student-led parent-teacher conferences in the Fall and Spring semesters. **Strategy's Expected Result/Impact:** Increased connection and communication with families by providing the opportunity for them to partner with the school in teaching students the 7 Habits. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 3

Strategy 3 Details

Strategy 3: Host Fall and Spring Open House events to educate families on the resources and tools available for them to partner with the campus (Title 1, Skyward, Canvas, ParentSquare, Leader in Me)

Strategy's Expected Result/Impact: Increased connection and communication with families by providing the opportunity for them to partner with the school in their child's progress.

Title I:
2.4, 2.5, 2.6
- **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Perceptions 3

Goal 6: (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: Send a weekly parent newsletter through ParentSquare to keep families informed of important information and events. **Strategy's Expected Result/Impact:** Increased connection and communication with families by providing the opportunity for them to partner with the school. **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 3

Goal 7: (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: Consolidate all important campus information and key dates into a single weekly message to reduce the number of communications sent through ParentSquare. **Strategy's Expected Result/Impact:** Parents will receive fewer, more concise communications, making it easier for them to stay informed without feeling overwhelmed. Reducing the volume of messages can lead to increased satisfaction, as parents feel less burdened by numerous notifications and better able to absorb essential information. **Staff Responsible for Monitoring:** Teachers and Support Staff, Campus Key Communicator, Principal **Title I:** 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 3
Strategy 2 Details
Strategy 2: Parents will be contacted by phone when students receive a positive referral or a low-level referral. After the fourth low-level referral, a parent conference will be arranged to create an action plan for the student. **Strategy's Expected Result/Impact:** Regular communication with parents fosters positive relationships between teachers and families, encouraging a collaborative approach to student success. Parents will feel more empowered as partners in their child's education. **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 4.1 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 3