Hutto Independent School District

Hutto Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

At Hutto Elementary School, we inspire all students to achieve excellence in academics, character, and community.

Vision

The vision of Hutto Elementary School is inspiring excellence.

Table of Contents

Comprehensive Needs Assessment 3
- Demographics 3
- Demographics 4
- Student Learning 10
- School Processes & Programs 12
- Perceptions 13

Goals 14
- Goal 1: (1.1) Increase the percentage of students meeting grade-level expectations. 14
- Goal 2: (1.2) Increase the percentage of students who are college, career, and military-ready. 20
- Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy. 24
- Goal 4: (1.4) Identify and implement wrap-around services supporting the whole child. 30
- Goal 5: (2.2) Expand strategies that attract and retain high-performing talent. 38
- Goal 6: (3.1) Meaningfully engage parents and community as inclusive partners. 40
- Goal 7: (3.3) Establish meaningful two-way discourse with diverse stakeholders. 42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hutto Elementary has experienced an exponential amount of growth within recent years. The student population has grown 69% from an enrollment of 498 students in 2020 to 844 students in 2023/2024 school year. The school student body is predicted to be at over 1,000 students within the next 5 years. The staff includes 55 teachers, and 14 educational aides. Next year, each grade level is predicted to have a team of 6-7 teachers. Hutto Elementary School is the second largest elementary school in the district and currently serves the largest geographic area in the district. The school serves students in grades pre-kindergarten through fifth grade.

Hutto Elementary is located in Hutto, Texas, in Central Texas. The main building was constructed in 1985. A classroom wing and gym were added in 1998; another classroom wing was completed in 2007. Major renovations of the campus began in May 2020. The renovation has included: two new playground spaces; a remodeled and expanded front office; a renovated and expanded health office; remodeled and expanded rooms in the kindergarten hallway, the creation of a new two-story instructional wing that includes twelve classrooms, an art room with in-house kiln, and modernized integrative media center; the creation of additional administrative spaces; a remodeled cafetorium that consists of a new stage, expanded kitchen, and additional seating; as well as the installation of grade-level specific collaborative spaces. The final phase of the most recent renovation, which involved the modernization of the gym, was completed just before the start of the 2022-2023 school year. In March 2023, the large playground was modified to include wheelchair-accessible surfacing, a pour and play zone, and shade. At the start of the 2023-2024 school year, the school acquired 3 portables, each with 2 classrooms, to accommodate our rapidly growing student population. A fourth portable, with 2 classrooms, will be added for the 2024-2025 school year.

Demographics Strengths

- Listening tours provided by the new superintendent and ELT
- Several surveys were provided to staff from the superintendent and ELT to gain feedback
- Staff steps up and helps one another when needed regardless of the situation
- Campus Officer visibility, including Boys' Lunch
- Lunch Bunch provided by counselors
- Healthy GT population of students served by a full-time GT Teacher
- Dyslexia identified within all races and served by 2 full-time highly qualified Dyslexia specialists
- Social committee/PTA treats throughout the year
- Two full-time interventionists supporting reading and math
- Supportive PTA - provides fundraising opportunities with teachers given input on how to spend funds earned
- Major school Fundraisers in both Fall and Spring
- Various after school / evening activities for student and family engagement (i.e. Sneaker Ball, Valentine's Dance, Chance to Dance, Dudes' Night, Ladies' Night,etc.)

Demographics

Demographics Summary

Hutto Elementary has experienced an exponential amount of growth within recent years. The student population has grown 69% from an enrollment of 498 students in 2020 to 844 students in 2023/2024 school year. The school student body is predicted to be at over 1,000 students within the next 5 years. The staff includes 55 teachers, and 14 educational aides. Next year, each grade level is predicted to have a team of 6-7 teachers. Hutto Elementary School is the second largest elementary school in the district and currently serves the largest geographic area in the district. The school serves students in grades pre-kindergarten through fifth grade.

Hutto Elementary is located in Hutto, Texas, in Central Texas. The main building was constructed in 1985. A classroom wing and gym were added in 1998; another classroom wing was completed in 2007. Major renovations of the campus began in May 2020. The renovation has included: two new playground spaces; a remodeled and expanded front office; a renovated and expanded health office; remodeled and expanded rooms in the kindergarten hallway, the creation of a new two-story instructional wing that includes twelve classrooms, an art room with in-house kiln, and modernized integrative media center; the creation of additional administrative spaces; a remodeled cafetorium that consists of a new stage, expanded kitchen, and additional seating; as well as the installation of grade-level specific collaborative spaces. The final phase of the most recent renovation, which involved the modernization of the gym, was completed just before the start of the 2022-2023 school year. In March 2023, the large playground was modified to include wheelchair-accessible surfacing, a pour and play zone, and shade. At the start of the 2023-2024 school year, the school acquired 3 portables, with 2 classrooms each, to accommodate our rapidly growing student population. A fourth portable, with 2 classrooms, will be added for the 2024-2025 school year.

ENROLLMENT BREAKDOWN

Enrollment for the 2023-2024 school year as of 3/19/2024 was **844-**female-**420-(49.76%)**; male-**424-(50.24%)**.

Enrollment based on ethnicity and race-

Hispanic - 344 (40.76%)
White - 280 (33.18%)
Black-African American - 116 (13.74%)
Two or More - 53 (6.28%)
Asian - 47 (5.57%)
American Indian-Alaskan Native - 3 (0.36%)
Native Hawaiian-Pacific Islander 1 (0.12%)

Economically Disadvantaged-

Total 303 students (36.59%). Further breakdown is as follows:
Free meals - 54 students (6.52%)
Reduced meal prices - 36 students (4.35%)
Other Economic Disadvantage 213 students (25.72%)
In 2023-2024, **ALL students enjoyed free breakfast.**

Other categories of students-

Homeless (doubled up)- 5 students (0.60%);
Emergent Bilingual-74 students (8.94%)
ESL- 70 students (8.45%)

SpED Program

There are a total of **122 students (14.45% of the total student population in 2023-2024)** in the SPED program (including speech students as well).
The breakdown of ethnicities is as follows:
White - 50 (40.98%)
Hispanic - 48 (39.34%)
Black or African American - 16 (13.11%)
Two or more - 4 (3.28%)

Asian - 3 (2.46%)
Native Hawaiian-1 (0.82%)

GT Program

There are **65 (7.7%) gifted learners** for the 2023-2024 school year.
37 female (56%), 28 male (44%)
Number of students per grade level-
1st grade - 4
2nd grade - 15
3rd grade - 12
4th grade - 20
5th grade - 14

Ethnicity breakdown is as follows:

White 34 (53.13%)
Hispanic 22 (34.38%)
Two or more 4 (6.15%)
Black or African American 2 (3.13%)
American Indian or Alaskan Native 1 (1.56%)
Asian 1 (1.56%)

There were 64 students who were tested this school year (2023-2024) vs 99 tested last school year (2022-2023). **Nineteen** students qualified in 2024.

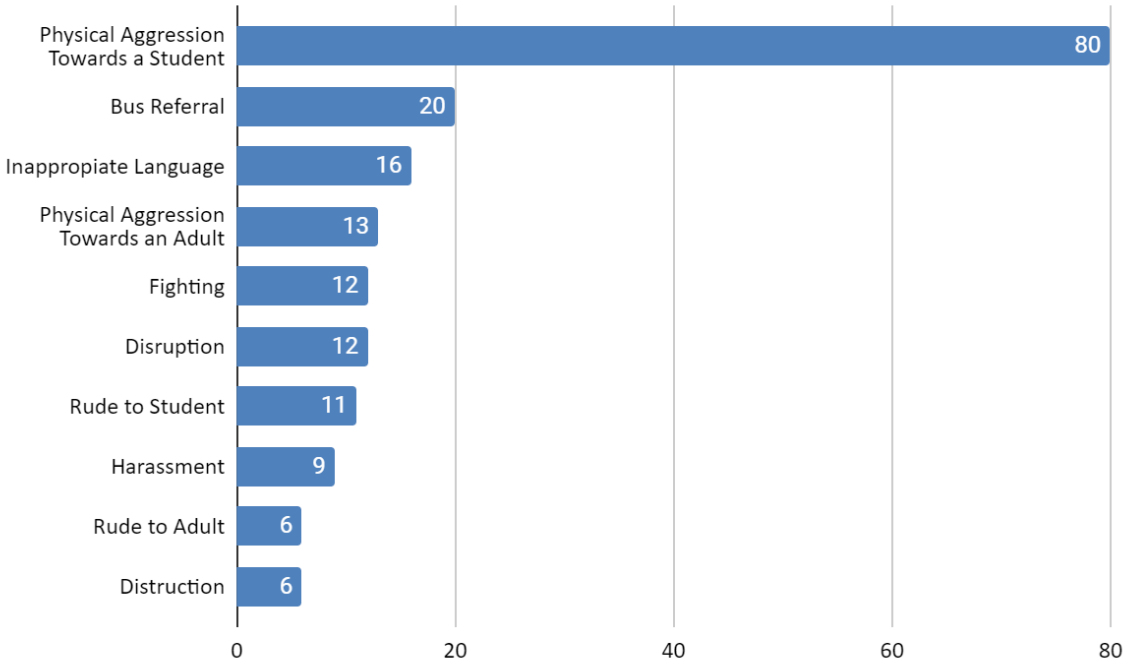
Dyslexia Program

There are 57 students in the Dyslexia program (6.75% of the total student population in 2023-2024). Females 26 (46%) Males 31 (54%)
Ethnicity breakdown is as follows:
White - 29 (51%)
Hispanic - 17 (30%)
Two or more - 8 (14%)
African/American - 3 (5%)

BASE - Behavior: Included in SpED numbers

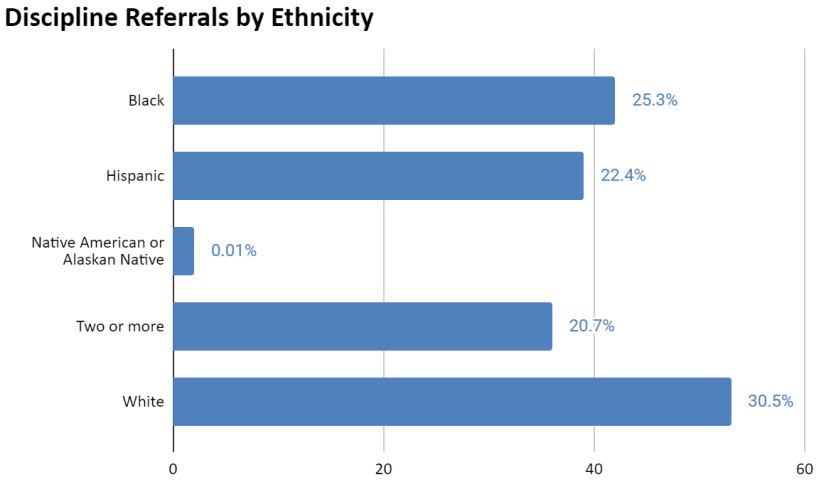
There are currently 14 students in the Base program (9 males; 5 females). There were 8 new students to Base this year. Of the 14 students, ethnicity breakdown is as follows:
White - 8 (57.2%);
Black/African American - 3 (21.4%)
Two or more races - 3 (21.4%)

Discipline Referral Rate
There have been approximately 174 discipline referrals made this year (24 offenses from females and 150 offenses from males). Here is the breakdown for offense type for the Top 10 referrals:

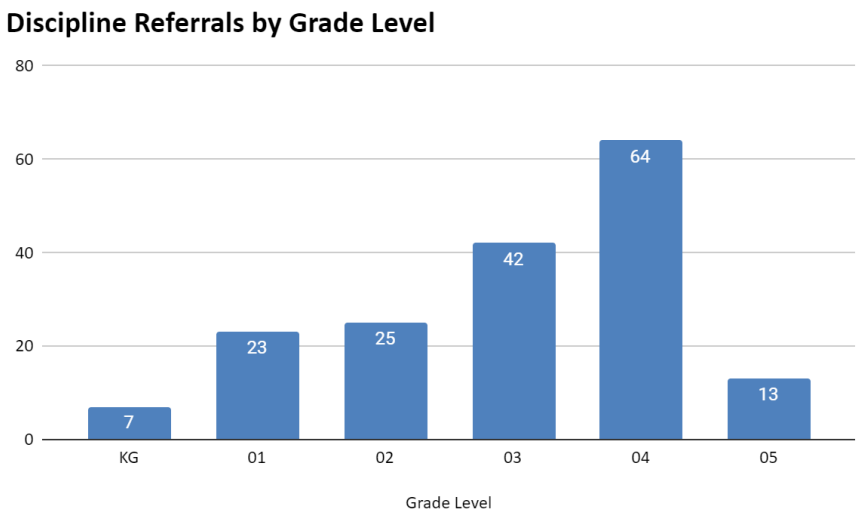


There are a total of 65 students who have discipline referrals, 76.9% males and 23.1% females.

The race breakdown is:

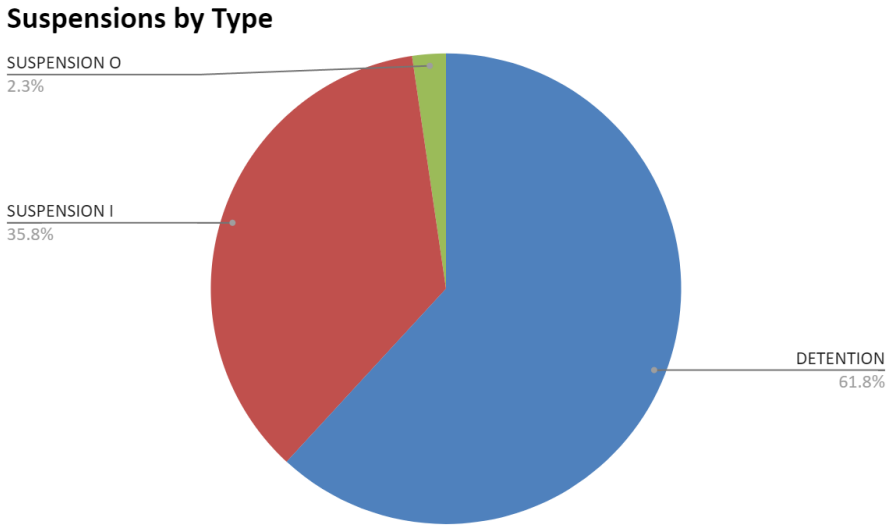


Here is the breakdown for quantity of referrals for each grade level (pre-k had 0):



There were 2 students who received Out of School Suspensions (OSS) and 30 students who received In School Suspensions (ISS).

- OSS: 4 total incidents
- ISS 62 total incidents



STAFF QUALITY, RECRUITMENT AND RETENTION- includes all staff

Total Staff

Teachers - **54** (includes 3 SPED teachers, 2 dyslexia teachers, 2 interventionists, 1 GT teacher, 1 Behavior teacher)
Paraprofessionals-**16**
Counselors-**3** (1 full-time)
Nurse/Librarian/LSSP/Speech Pathologist-**5** (one of the speech pathologists is half-time)
Office Staff-**3** (receptionist, PEIMS clerk, Principal's secretary)
Campus Administration - **3** (1 Principal, 2 assistant principals)

Staff Years of service:

- 0-5 years -60 -(71%)
- 6-10 years -17- (20%)
- 11-20 years - 6 -(7%)
- Over 20 years - 1 -(2%)

Summary: 0-10 years- 77 (92%)_ and more than 10 years-7 (8%)

Bachelor's degree -69- (85%)
Master's degree - 18- (21%)
No degree - 12 -(15%)

ESL certified - **44** teachers (including counselor, principal, assistant principal)
GT trained (30 hours training and annual 6 hour updates - **38** teachers (including counselor, principal, assistant principal)
SPED certified (teacher certification)-13 (includes teachers and assistant principal)

Staff Ethnicity breakdown:

- White -61 - (73%)
- Hispanic - 13- (15%)
- Black - 7 - (8%)
- Asian-3 -(4%)

Our staff ethnicity breakdown is a bit different than the student ethnicity breakdown. See below:

Student ethnicity breakdown (listed here for comparison to staff ethnicity breakdown):

- Hispanic - 344 (40.76%)
- White - 280 (33.18%)
- Black-African American - 116 (13.74%)
- Two or More - 53 (6.28%)
- Asian - 47 (5.57%)
- American Indian-Alaskan Native - 3 (0.36%)
- Native Hawaiian-Pacific Islander 1 (0.12%)

PARENTS/GUARDIANS and COMMUNITY

According to the City of Hutto website, the City of Hutto has experienced an estimated 50% growth in population over the last 11 years (population is **estimated** to be around 40,000). The growth is expected to continue with an estimated population of around 85,000 by 2040. Population in 2022 was 36,655.

The City website lists the following (using a total population of 29,355):

- Ethnicity distribution is 64.9% White, 35.6% Hispanic, 11.8% Black, 1.2% Asian
- The average household income is $105,743 within city limits.
- The unemployment rate in Hutto is 6.1%.
- 22.51% of Hutto residents 25+ years hold a bachelor's degree or higher.

- Housing: 79.58% of residences are owner-occupied; 20.42% of residences are renter-occupied.

From the World Population Review website:

- 78% are English speakers and 17.76% speak Spanish.
- Hutto has a violent crime rate of .65 per 1,000 people.
- The poverty level is 6.8%.

Business Growth: Hutto continues to grow and attract new businesses. In 2023-2024. New restaurants are being added around town, including in the Co-Op district, as well as a 450 space parking garage. Samsung is being developed in Taylor and is impacting the growth in Hutto. Gus Almquist Middle School will open 24-25 school year and Hutto ISD is in the planning stages for the 8th elementary that will open 25-26 school year.

Schools outside of Hutto ISD: Gateway Christian, IDEA, Chaparral Star Academy, Georgetown Charter Academy, and Meridian are charter schools near us. St. Mary's in Taylor and Grace Academy in Georgetown are the only private schools

Demographics Strengths

- Listening tours provided by the new superintendent & ELT
- Several surveys were provided to staff from the superintendent & ELT to gain feedback
- Staff steps up and helps one another when needed, regardless of the situation
- Campus Officer visibility, including Boys' Lunch
- Lunch Bunch provided by counselors
- Healthy GT population of students served by a full-time GT Teacher
- Dyslexia is being identified within all races and is served with 2 full-time highly qualified Dyselxia Specialists
- Social committee/PTA treats throughout the year
- Two interventionists serving reading and math
- PTA supports our campus and provides fudnraising opportunities; teachers given choice on how to spend funds earned
- Major school Fundraisers in both Fall and Spring
- Different after-school / evening activities for student and family engagement (i.e. Sneaker Ball, Valentine's Dance, Chance to Dance, Dudes' Night, Ladies' Night,etc.)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Several teachers are leaving our school or teaching in general this year; teachers express low morale. **Root Cause:** Exit interviews identify: too many meetings, splitting classes due to lack of substitute teachers with no compensation, student behaviors, increased workload, lack of behavior/academic supports. Many incentives for new-hires but not for retaining current teachers/employees. Staff are moving to schools closer to their home / families. Staff accepting leadership positions.

Student Learning

Student Learning Summary

At Hutto Elementary we believe it is our job to help students reach their highest potential. It is our job to meet the needs of both high achieving and struggling students. When students meet/exceed grade level standards, it is our responsibility to accelerate and extend their learning to higher level thinking, as well as real-world application. When students do not meet the grade level standards or are below them, it is our responsibility to provide instruction that will not only help them to grow but to also close the gaps they have in learning. We understand that differentiation is an essential element that must be in practice in each classroom at all times so that these things can be accomplished. We also understand that in order for our students to be successful the entire child must be taken into account.

Student Learning Strengths

- Pre-k uses RSK to monitor progress throughout the year
- K-2nd use MCLASS and RenFlo to progress monitor throughout the year
- 3rd-5th progress monitor throughout the year using RenFlo for Math & ELA, and CBAs for Math, ELA, & Science
- A digital data wall to track data and provide all teachers and admin access to longitudinal student data
- DDI protocols used to review ELA and Math Screener data and CBAs
- On-site training/coaching for teachers is offered as needed so teachers can meet the individual needs of our students
- LLI is used by 1st, 2nd, 3rd grade and intervention; Lexia is used by SPED and dyslexia
- Students who receive consistent intervention show progress on screeners and standardized tests
- A pull out GT teacher works with our gifted students
- Technology time has allowed for additional planning and one-on-one conferences with students; technology instruction has also increased the proficiency of technology skills for all students.
- Students have direct instruction on keyboarding so they can type fluently on computer-based standardized tests
- MTSS processes have been refined
- Use of district aligned curriculum documents and resources
- Adoption of the RACE Strategy when responding to questions in writing in almost every grade level.
- Flexible groupings happening during SPARK in 1st, 3rd, 4th, and 5th to meet the needs of every student with intervention or enrichment
- Students are tracking their own data to aide student-ownership of learning

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Over 50% of students are entering the next grade below grade level in reading based on the Star Screener (52% of kinder students, 50% of 1st graders, 67% of 2nd graders, 60% of 3rd graders, 55% of 4th graders, 52% of 5th graders) **Root Cause:** Students are moving from grade level to grade level without the intensive instruction geared toward increasing literacy skills, with an emphasis on foundational skills. There is a lack of a consistent systematic approach toward literacy instruction and a lack of data (progress monitoring scores, anecdotal notes, monitoring notes, next step for students). Guided Reading groups are not consistent.

Problem Statement 2: Over 20% of students are entering the next grade below grade level in math based on the Star Screener (30% of 1st graders, 59% of 2nd graders, 42% of 3rd graders, 31% of 4th graders, 24% of 5th graders) **Root Cause:** Students are coming in without the prerequisite skills needed in math. Lack of knowledge of the systems and protocols that can be used to analyze math data from unit assessments in the primary grades, similar to DDI meetings in 3-5. Lack a common program that classes are using to build fact fluency. There is not a consistency in pulling small guided math groups.

Problem Statement 3: The level of rigor does not match the TEKS in both reading and math. **Root Cause:** There is a lack of willingness to allow students to experience "productive struggle". Students are not held accountable and/or given purposeful activities in stations/center time. Teachers are focusing on students passing assessments instead of growing all learners. There are not clear understanding of quality teaching (i.e. Fundamental 5). There is a heavy reliance on technology in all subjects.

Problem Statement 4: Teams are not creating flexible groups during SPARK time that can meet the needs of ALL learners. **Root Cause:** There is an inconsistency in the understanding and implementation of SPARK so that we focus on continued growth with struggling and higher achieving students. 43% of teachers in PK-5th grade are inexperienced in their current position.

Problem Statement 5: Behavior causes disruptions in the learning environment, as well as preventing admin from performing walks at a higher frequency. **Root Cause:** There is a lack of consistent classroom management and implementation of Capturing Kids' Hearts; not all staff are CKH trained. There are 8 inexperienced teachers (0-3 years).

School Processes & Programs

School Processes & Programs Summary

Hutto Elementary has several supports, processes, and programs in place to ensure the success of our students and staff. Students are offered a variety of resources and assistance both academically, socially, and emotionally. From the initial interview, prospective staff members are made aware of the values and driving forces behind being a HES Hippo. Staff members are provided various professional learning opportunities, support for curriculum and instruction, and resources for their social-emotional needs.

School Processes & Programs Strengths

- Hiring letters are provided to applicants to let them know what we stand for at HES, as well as what our mission and values are.
- Team representatives are included on interview teams and are part of the decision-making when selecting new staff.
- District-provided HIPS support teachers with instructional pacing.
- Supportive Mentor/Mentee Program at campus and district level.
- Monthly MTSS meetings used for developing individual student goals and interventions, as well as to monitor progress
- Interventionists work during SPARK time working towards individualized student goals and explicit skill based instruction for Tier 3 students based on progress monitoring data.
- Pull-out GT services for qualified students.
- Lots of different extracurricular clubs are available to provide opportunities for growth!
- Transition Day for students to visit the next grade level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff is unsure how to support students with academic and behavior needs **Root Cause:** Some teachers need more guidance on the MTSS process, what it is and what the Tiers look like in the classroom/at the teach table. Long queue for students to move to SST. Staff are not utilizing the resources on the District MTSS Toolkit website for progress monitoring and instructional planning.

Perceptions

Perceptions Summary

Hutto Elementary is a channel that provides the community and organizations opportunities to reach parents. The community is an integral part of our PTA events. The HES PTA parents and staff provide opportunities for students to celebrate holiday events. HES has great support and turnout from families during all school-related events. Staff and students of Hutto Elementary take pride in their school and culture.

Perceptions Strengths

- Campus open to visitors/parents for events & lunches
- Parent Family Engagement holds many events: Hippo Herd for New students to HES, Grandparent's Breakfast, Dude's Night Out, and Ladies' Night
- Campus and team newsletters & communication with parents through Parent Square
- Strong turnout for after-school music events and performances

Parent Survey (100 Responses)

- 88% of parents find value in the weekly parent newsletters.
- 80% of parents see that building positive relationships with students is important to the staff at HES.
- 98% of parents know how to access their child's Skyward account.

Staff Survey (29 Responses)

- 88% of staff feel safe in the building
- Most staff feel that they are treated fairly by their colleagues.
- Most staff feel that admin is accommodating to their personal needs.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Due to campus growth, student behavior and other important responsibilities, admin was not able to get into classrooms frequently. **Root Cause:** Students are not provided consistent behavior interventions and consequences. Lack of consistent classroom management (8 teachers in 0-3 year).

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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2
Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in reading and math. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **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 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

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 4

Strategy 4 Details

Strategy 4: Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, in collaboration with the campus interventionist, focusing on closing achievement gaps and supporting student progress.

Title I:
2.5, 2.6

Problem Statements: Student Learning 1, 2

Strategy 5 Details

Strategy 5: Utilize an instructional coach to collaborate with teachers, enhance instructional practices, and implement focused interventions to close achievement gaps, improve teacher effectiveness, and increase success for at-risk students.

Title I:
2.5, 2.6

Problem Statements: Student Learning 1, 2

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

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

Evaluation Data Sources: 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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2

Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in all content areas. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- 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 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- 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 4

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: Ensure all academically fragile student groups are receiving targeted instruction during class, Spark, or through pull-out with an interventionist in both reading and math. [TEC 39.053(c)(1-3)] **Strategy's Expected Result/Impact:** Academically fragile student groups will be supported and show appropriate growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers, Interventionists **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 4
Strategy 2 Details
Strategy 2: Teachers will provide accelerated instruction for 4th and 5th grade students that did not pass the STAAR assessment from the 23-24 school year. [TEC 11.252.(3)(H)] **Strategy's Expected Result/Impact:** Close learning gaps for our 4th and 5th grade students in the areas of reading and math. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 1

Strategy 3 Details

Strategy 3: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth.

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1

Strategy 4 Details

Strategy 4: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in reading and math.

Strategy's Expected Result/Impact: Student growth through high expectations, rigorous instruction and high-quality instructional materials

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- 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 3

Strategy 5 Details

Strategy 5: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- 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 4

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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1
Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in all content areas. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- 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 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- 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 4

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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student Growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2

Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in all content areas. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- 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 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- 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 4

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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2
Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in reading and math. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

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 4

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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1
Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in reading and math. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- 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 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

- 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 4

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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1

Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in reading and math. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **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 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

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 4

Strategy 4 Details

Strategy 4: Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, in collaboration with the campus interventionist, focusing on closing achievement gaps and supporting student progress.

Title I:
2.4, 2.5

Problem Statements: Student Learning 1, 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: The counselor and/or representative from the Attendance Committee will meet with and reach out to the parents of those with excessive absences. [TEC 11.253.(d)(10)(c)] **Strategy's Expected Result/Impact:** Student attendance rates will increase. **Staff Responsible for Monitoring:** Registrar, Admin, Attendance Committee **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1
Strategy 2 Details
Strategy 2: Administer and assess yearly FitnessGram data [TEC 11.253(d)(10)] **Strategy's Expected Result/Impact:** Students' physical health will be tracked **Staff Responsible for Monitoring:** PE coaches **TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 1
Strategy 3 Details
Strategy 3: Presentations on Online Safety with NetSmartz by WilCo CAC and Personal Safety and Healthy Relationships (violence prevention) will be conducted annually. [TEC 11.253(d)(8)] **Strategy's Expected Result/Impact:** Parents and students will receive information and strategies to prevent violence **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 5 - Perceptions 1

Strategy 4 Details

Strategy 4: Hold attendance hearings and communicate with students and parents that are in danger of not meeting compulsory attendance laws. [TEC 11.253.(d)(10)(c)]

Strategy's Expected Result/Impact: Increase parent knowledge about attendance laws, partner with parents on school attendance, increase attendance rates

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

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 1

Strategy 5 Details

Strategy 5: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in reading and math.

Strategy's Expected Result/Impact: Student growth through high expectations, rigorous instruction and high-quality instructional materials

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Connect high school to career and college

- 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 3, 4

Strategy 6 Details

Strategy 6: Teachers and Instructional Staff will engage students in academic and social-emotional goal setting, and data-tracking to monitor their progress towards goals.

Strategy's Expected Result/Impact: Student engagement and growth

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 5 - School Processes & Programs 1

Strategy 7 Details

Strategy 7: Provide all students Social-Emotional Learning lessons to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills utilizing District resources and Character Strong curriculum.

Strategy's Expected Result/Impact: Increased engagement, fewer behavioral interventions and/or interruptions

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

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 5 - School Processes & Programs 1

Strategy 8 Details

Strategy 8: Staff will build strong relationships and connections with students utilizing Capturing Kids' Hearts and/or Leader In Me strategies

Strategy's Expected Result/Impact: Strong relationships with teacher leads to increased engagement

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 5 - School Processes & Programs 1

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: Staff will utilize math and literacy data wall and progress monitoring data within PLC and MTSS meetings to ensure all students are showing growth. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2

Strategy 2 Details
Strategy 2: Teachers and Instructional staff will collaborate to develop and implement rigorous lessons and purposeful learning activities that provide differentiation and enrichment for whole group, small group, and independent work in reading and math. **Strategy's Expected Result/Impact:** Student growth through high expectations, rigorous instruction and high-quality instructional materials **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- 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 3

Strategy 3 Details

Strategy 3: Teachers and Instructional Staff will maximize Spark time to differentiate for ALL students by utilizing flexible small group instruction, purposeful and engaging learning tasks, and enrichment projects.

Strategy's Expected Result/Impact: Student growth through high expectations and rigorous instruction

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

- 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 4

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: Campus-wide PBIS behavior expectations will be refined with input from staff, posted in student-friendly language in all campus common areas, explicitly taught to all students at beginning of the year, and reinforced and retaught throughout the year. **Strategy's Expected Result/Impact:** Consistent, safe, and expected behaviors throughout all areas of the campus **Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 5 - School Processes & Programs 1 - Perceptions 1

Strategy 2 Details
Strategy 2: Positive reinforcement of expected behaviors by all staff through the utilization of Hippo Points (given to students demonstrating campus behavior expectations). Hippo Points are given to students and students are able to purchase items through teacher/school store. **Strategy's Expected Result/Impact:** Consistent, safe, and expected behaviors throughout all areas of the campus **Staff Responsible for Monitoring:** Principal, Assistant Principals, Staff **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Student Learning 5

Strategy 3 Details

Strategy 3:
Positive reinforcement of expected behaviors by all staff through the utilization of Positive Office Referrals (given to students demonstrating exceptional behaviors and/or improvement).

Strategy's Expected Result/Impact: Consistent, safe, and expected behaviors throughout all areas of the campus

Staff Responsible for Monitoring: Principal, Assistant Principals, Staff

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 5 - School Processes & Programs 1 - Perceptions 1

Strategy 4 Details

Strategy 4: Provide all students Social-Emotional Learning lessons to develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making skills utilizing District resources and Character Strong curriculum/Leader in Me.

Strategy's Expected Result/Impact: Increased engagement, fewer behavioral interventions and/or interruptions

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Student Learning 5

Strategy 5 Details

Strategy 5: Staff will build strong relationships and connections with students utilizing Leader In Me and relationship building strategies.

Strategy's Expected Result/Impact: Strong relationships with teacher leads to increased engagement and fewer misbehaviors

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 5

Strategy 6 Details

Strategy 6: Counselors will meet with students identified through monthly Behavior MTSS meetings and teacher referrals to work on social skills, zones of regulation and friendship skills.

Strategy's Expected Result/Impact: Increased skills in social/emotional learning, increased engagement and student achievement

Staff Responsible for Monitoring: Principal, Asssistant Principals, Counselors

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Student Learning 5 - School Processes & Programs 1

Goal 5: (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: Provide on - and off-campus Professional Learning opportunities that support effective teaching based on needs from feedback cycles in order to promote and build a solid literacy and numeracy foundation as well as a positive student culture. [TEC 21.451(b) and TEC 253.(e)] **Strategy's Expected Result/Impact:** Professional learning opportunities that improve practice **Staff Responsible for Monitoring:** Principal, Assistant Principals **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 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1
Strategy 2 Details
Strategy 2: Provide culture building activities as part of Professional Learning, Faculty Meetings, Leadership Team Meetings and Team Meetings at least once per quarter in order to build staff relationships within and beyond their team. **Strategy's Expected Result/Impact:** Stronger relationships amongst staff, stronger collaboration **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Social Commitee, Instructional Coach, Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Demographics 1 - Perceptions 1

Strategy 3 Details

Strategy 3: Support, reinforce and recognize staff efforts and contributions to the learning community and student growth through Staff Hippo Tickets, Staff Shout Outs in newsletters and meetings, increased feedback opportunities, a video library of exemplar teaching examples, and opportunities to observe colleagues facilitated by the Instructional Coach.

Strategy's Expected Result/Impact: Improved staff morale, professional learning, staff retention

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Team Leaders

TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 2: Strategic Staffing

Problem Statements: Demographics 1 - Perceptions 1

Strategy 4 Details

Strategy 4: Provide differentiated professional learning through varied learning sessions, regular walkthroughs with written and/or in-person feedback, opportunities to work with Instructional Coach, peer observations, and mentors and support for all staff new to HES.

Strategy's Expected Result/Impact: professional growth, increased staff morale, staff retention

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Team Leaders, Mentors

TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 2: Strategic Staffing

Problem Statements: Demographics 1 - Perceptions 1

Strategy 5 Details

Strategy 5: Utilize an instructional coach to collaborate with teachers, enhance instructional practices, and implement focused interventions to close achievement gaps, improve teacher effectiveness, and increase success for at-risk students.

Title I:
2.6

Problem Statements: Demographics 1 - Student Learning 1, 2

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: The Parent Family Engagement Committee will develop a plan to utilize PTA to draw in parents for volunteer opportunities and partnership for grade level events/ campus meeting before, during and after school [TEC 11.253(d)(9)] [Section 1112(b)(7)] **Strategy's Expected Result/Impact:** Increased parent engagement and relationships **Staff Responsible for Monitoring:** Principal, Parent Family Engagment Committee, Teachers **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1
Strategy 2 Details
Strategy 2: Watch DOG and volunteer programs so parent presence is a weekly occurrence. [Section 1116(a)(2)(B)] **Strategy's Expected Result/Impact:** Increased parent involvment, positive adult/student relationships **Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors, Office Staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1

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: Increase parent/guardian trust by improving communication, transparency, and engagement as measured by an increase in favorable responses on the annual parent perception survey by 20%. **Title I:** 4.1 **Problem Statements:** Demographics 1

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: Improve the clarity, consistency, and frequency of communication between school and parents. **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1