Hutto Independent School District

Hutto High School

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The population of Hutto has more than doubled since 2010 and continues to grow. Enrollment at Hutto High School continues to increase even with having the Ninth Grade Center opened for the past three years. During the 23-24 school year, the total number of students at Hutto High School increased from approximately 2000 to 2100. With last year's Bond Package getting approved, work will start on the Ninth Grade Center to create a second comprehensive high school. Construction is in progress on the Phase II and Competition Gym campus extension. The number of students with dyslexia remained similar to the previous school year. We experienced a small increase in SPED enrollment. We observed a decrease in 504 enrollment--4.9% to 3.4%. There was an increase in our Immigrant population--.9% to 1.4%. Hispanic teacher numbers increased from 9.3% to 13.2%. White teacher numbers decreased: 82.8% to 75.8%. African-American teacher numbers increased: 6.3% to 8.3%. These percentages are disproportionate to Hutto High School's student population: 47% Hispanic, 16% African American, and 28% white. Over 32% of Hutto High School teachers have between 11-20 years of experience. New teacher percentages dropped from 4.5% to 3%.

Demographics Strengths

Hutto High School's student population is extremely diverse, including an increased number of immigrants. Teacher ethnic diversity is increasing to better reflect our current student demographics. We have an increased number of experienced teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1: Our faculty demographics do not mirror our student demographics (although we are trending in the right direction). The Hispanic student population is 47.2% while the Hispanic staff population is 9.3%. In addition, the African-American student population is 15.7% while the African-American staff population is 8.3%. White staff are 75.8% of the faculty with 28% white student enr **Root Cause:** Root cause: It is difficult to find any qualified applicants in the content areas of need.

Problem Statement 2: Problem Statement 2: Teachers with 1-5 years experience tend to write the most discipline referrals due to not knowing how to culturally respond to varying demographics/populations. **Root Cause:** Root cause: Lack of training in effective instructional practices and student management.

Student Learning

Student Learning Summary

Hutto High School has experienced modest gains in most areas (excluding Algebra 1) in our passing rate for all STAAR tested subject from the 2022 - 2023 year. Our 2024 Spring administration shows our incoming sophomore class earned English 1 rates of 78.42% approaches, 63.511% meets, and 17.55% masters. It provides our campus a solid platform to grow our students in preparation for the English 2 administration for 2024 - 2025.

STAAR EOC Results (Spring 2024 administration)

English 1 - Student retesters of English 1 10.94% of students earned an approaches rate of 10.94%, a meets rate of 5.47%, and a mastery rate of .78%.

English 2 - Students earned approaches rate of 13.10%, a meets rate of 54.09%, and a masters rate of 7%.

Algebra 1 - total of 159 students {retesters} (~30% approaches: 48 students; ~ 3% meets: 5 students; ~ 2% masters: 3 students); A third of students who are taking the test for at least the second time passed the examination.

Biology - Student retesters of Biology earned an approaches rate of 76.47% and a meets rate of 21.57%.

US History - Students earned an approaches rate of 27.06%, meets rate of 33.92%, and a masters rate of 33.74%.

HHS AP Program 23-24 School Year

HHS's AP program has seen a significant decrease in instruction retention, overall student performance, as well as participation in AP examinations and courses. Students who would normally be taped to be participating in our rigorous AP program are instead taking dual-credit and college credit bearing courses that do not have a high-stakes exam attached to it. Teachers have been replaced with the caveat that the replacements overall lack the experience and connectiveness that the former AP instructors had. Rebuilding the "esprit de corps" of the instructors in the program as well as addressing how to cultivate and maintain a successful AP program with open enrollment has provided challenges for all involved.

AP Data (released July 8th 2024) {mean score out 5 possible points}

Campus score breakdown overall - percentage of test takers earning given score

% scoring 1 - 16.67%;

% scoring 2 - 33.58%;

% scoring 3 - 27.98%;

% scoring 4 - 16.67%;

% scoring 5 - 5.11%

Score breakdown by subject

AP Art - 3.00

AP Biology - 2.33

AP Calculus

- A/B: 2.09
- B/C: 2.42
  - AP Subscore: 2.92 {Students who take Calculus BC receive a score for BC and a subscore for AP}

AP Chemistry - not tested

AP Chinese Language and Culture: 4.00

AP Computer Science A - 2.00

AP Computer Science Principles: 3.00

AP Drawing: 3.08

AP English 3 (Language and Composition) - 2.11

AP English 4 (English Literature and Composition) - 2.88

AP Environmental Science - 2.61

AP Human Geography - 2.71

AP Japanese Language and Culture - 5.00

AP MacroEconomics - 3.06

AP Physics 1 - 1.88

AP Psychology - 1.67

AP Spanish Language Culture - 3.32

AP Spanish Literature and Culture - 1.69

AP Statistics - 1.69

AP US Government and Politics - 2.51

AP US History - 2.77

Student Learning Strengths

Our Biology students are see success rates greater than 75% on Biology retested exams as well as a 21.57% mastery rate from retested students. A third of Algebra 1 of Algebra 1 retesters are seeing success after their second test administration. Our US History testers are demonstrating master of that STAAR examination at a 33.47%. Approximately 49% of our AP testers are earning a passing score of 3 or higher on the exam.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Problem Statement #1: Our campus AP program has seen a deciline in our overall AP program over the past three years. **Root Cause:** Root cause: The attrition of veteran AP teachers along with the replacement of these teachers with teachers with little to no AP experience.

Problem Statement 2: Problem Statement #2: Algebra 1 retesters have experienced a decrease in students achieving approaching/satisfactory scores over the past three to four years. **Root Cause:** Root Cause: With the creation of the Ninth Grade Center (NGC) and the movement of ninth graders to this campus, HHS Algebra 1 testers were retesters only. This coupled with a slow starting intervention program has stymied growth and with the lack of a comprehensive out of course intervention plan has seen scores depressed over the past 4 years.

School Processes & Programs

School Processes & Programs Summary

Explain the recruitment, hiring, placement, development, evaluation, and advancement of high quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)

Describe how professional development is planned and the current impact it provides.

• Describe how PLCs or other leadership groups participate in decision-making.

• Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for:

o increasing the amount and quality of learning time,

o providing enrichment and acceleration

• Explain anything significant with enrollment and participation in: special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.

• Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.

• Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education and career awareness and exploration activities. (TEA Priority)

• Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education.

• Explain data for personalized or blended learning experiences supported by technology.

• Explain Title II class-size reduction, if applicable. (Note: Beginning 2018-19, the school must show evidence of effectiveness if using Title II.)

• Explain any other significant data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes. Examples may include: coordinated school health services, social services, fine arts, athletics, etc.

Explain findings on how technology is integrated into instructional and administrative programs.

• Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include: master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.

• Discuss the status of equity of services for all students.

• Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary.

• Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

• Discuss data for bullying, drug, violence and suicide prevention, as appropriate.

• Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

School Processes & Programs Strengths

- Instructional Leadership plan strong push at BOY: plan to support staff during PLC and PD throughout the year aligned with needs of campus and community.
- Lunch and Learn continuing strong - focus moving to PLC growth.
- Hiring paraprofessionals with "future in mind," we want to grow our own.
- Fine Arts Awards - 5 years in a row!
- Calibration and continued framing of importance surrounding instructional leadership keeps engagement, high achievement at the forefront.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Problem 1: A lack of a comprehensive, cohesive, discipline plan implemented unilaterally across the campus. **Root Cause:** Root Cause: Due to the lack of consistent administrative leadership throughout the 2023-2024 school year, an uneven discipline standard developed across the campus, which has mutated into a partial breakdown of the discipline system. Desired State: Clear discipline expectations at the outset of the school year, with a buy-in and implementation of the expectations by the entire campus overall

Problem Statement 2: Problem 2: Professional Development of new & existing staff on current campus initiatives/procedures. **Root Cause:** Root Cause: Currently, staff has been provided minimal professional development in the areas of blended learning, PLC protocols and procedures, DDI processes, campus culture, security, and discipline. Desired State: Staff are routinely afforded opportunities for professional development for ongoing campus initiatives, procedures, and policies. This will be attained through learning lunches, b

Problem Statement 3: Problem3: The campus over the past year has experienced a decrease in the effectiveness of PLCs. **Root Cause:** Root Cause: PLC protocols and expectations were explained during the beginning of the 23-24 school year, yet the administrative team did not do a great job attending and monitoring the effectiveness of the PLCs. PLC leads should have received additional training as well. Desired State: PLC PD will be prioritized and administrators and instructional coaches will be an active part of the PLCs. All PLCs

Perceptions

Perceptions Summary

Panorama Survey Data

104 educators completed the Panorama survey

- 85% of our educators believe we are a school that is cultural aware (up 6% from the previous school year)
- 61% of our educators believe they received feedback and support (up 2% from the previous school year)
- 47% believe they did not receive quality feedback and coaching (down 3% from the previous school year)
- 25% believe they did receive a quality amount of professional growth and learning opportunities (down 5% from the previous year)
- 51% believe the school climate and culture is good overall (up 4% from the previous year)
- 69% believed school leadership was effective (up 1% from the previous year)
- 67% believe the relationships between educators and school leaders was positive (up from 4% the previous year)
- 48% of the faculty and staff believe they are connected and valued at work (their well-being) (up from 8% the previous year)

358 students completed the Panorama Survey

- 77% of our students feel like they are included in school activities
- 94 % of our students feel like they belong
- 81% of our students feel like they are excepted and fit with their classmates
- 32% of our students feel like they have experienced peer pressure from their classmates to participate in activities they are not comfortable with.
- 92% of our students think representation is important and that books and resources are to reflect them.
- 74% of our students are confident in their ability to learn and do well in school.
- 73% of our students feel their teachers care about them and take time to get to know them as a person.
- 69% of our students have seen others be unkind to other students because they were different.

End of Year HHS Teacher/Educator Survey

Areas of Growth

- Educators believed they did not have enough time to complete all that was asked of them.
- Educators wanted students and their peers to be held accountable by administration; wanted more systems implemented to do so.
- More teachers wanted to be able to attend professional development when they ask to go.

- Some teachers believe there should be incentives for teachers who are retained.
- Special Education teachers felt that continue to get more and more added to their plate each year.
- There needs to be increased communication
- PLC were not a effective as they could be
- Discipline needs to be handles consistently amongst APs
- There needs to be more team building
- Student behaviors are on the rise

Perceptions Strengths

End of the Year HHS Teacher Survey

- It feels like a family.
- That teachers feel supported by administration
- There was an increase in community and parent engagement
- Teachers feel like they are making a difference
- Educators like the campus diversity
- Climate and culture is good on campus
- There were opportunities for professional growth
- The admin team was visible
- Colleagues make the job enjoyable
- We have good kids

Community Engagement

- Increase in the PTSA presence
- Partnership with the Sandbox at Madeline's Place
- CTE classes have various local business come to campus
- College and Career Counselors partner with all branches of the US Armed forces and several colleges

Staff Retention

- A New Teacher Academy was created during the 23-24 school year to retain new teachers. All new teachers to the profession (approximately 40) were restrained. Only two were not retained due to a move and family circumstances.

- The turnover rate of teachers/educators was the lowest it had been in the last four years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Problem Statement 1: 30% of staff feel their professional learning isn't relevant to them. **Root Cause:** Root Cause: Staff feels like they don't have autonomy over their professional growth and there are not enough opportunities for PD. Also that most of the professional development was geared toward new teachers.

Problem Statement 2: Problem Statement 2: Numerous educators believe there aren't effective systems in place to address student discipline and behaviors. **Root Cause:** Root Cause: There was a lack of consistency within the admin team when addressing student behaviors and discipline.

Problem Statement 3: Problem Statement #3: 47% of our teachers believe they did not receive quality feedback and coaching. **Root Cause:** Root Cause: The administrative team was not in the classrooms a great deal during the second semester.

Goals

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

Performance Objective 1: (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: HHS will have all Algebra 1 students participate in the NWEA MAPS screener a minimum of 3 times a year. **Staff Responsible for Monitoring:** IC, Math Department, Algebra 1 teachers **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments
Strategy 2 Details
Strategy 2: Strategy 1: An English 1 remedial class will continue to be offered to assist the students. **Staff Responsible for Monitoring:** IC, English Department Chair **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: HHS will offer an option for Saturday school to receive additional support in English 1 and Algebra 1 throughout the entire school year to increase scores by 10%.

Staff Responsible for Monitoring: ICs, Math Department chair, English Department chair

Title I:
2.4
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Effective Instruction

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

Performance Objective 2: (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 75% by June 2025

Strategy 1 Details
Strategy 1: The math department will implement writing in classes to address extended and constructed responses. **Staff Responsible for Monitoring:** IC, Math department head **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: HHS will continue the year long Algebra 1 intervention classes. Students who have been unsuccessful on the Algebra EOC will be selected and placed in this course. An experienced teacher will be hired to teacher this course and a viable curriculum will be used. **Staff Responsible for Monitoring:** Dr. Whitfield, assistant principal over the Math department, Algebra I Intervention teacher **Title I:** 2.4, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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 87%.

Strategy 1 Details
Strategy 1: Algebra 2, Advanced Quantitative Reasoning (AQR), and PreCalculus courses will continue to increase the frequency at which TSI type questions are used in respective courses. **Staff Responsible for Monitoring:** Math department teachers, instructional coach, Math department appraiser (Assistant Principal), College & Career Counselors. **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments
Strategy 2 Details
Strategy 2: All sophomores and juniors will be administered the TSI during the fall and spring semester and the data will be used to drive instruction. **Staff Responsible for Monitoring:** College and Career Center Counselors, Testing Coordinator, Guidance Counselors, Core Subject Area Teachers.
Strategy 3 Details
Strategy 3: In the fall of their senior year, counselors will meet with each senior at least once during the fall semester and twice during the spring semester to ensure all graduation requirements are completed. **Staff Responsible for Monitoring:** Lead counselor, counseling team **Title I:** 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning

Strategy 4 Details
Strategy 4: The counseling team will make sure students receiving special education services are coded correctly, have CTE classes, increase case manager efficacy of CCMR to adequately prepare/assist students. **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning

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 48% and special education performance at meets or higher from 24% to 34%.

Strategy 1 Details
Strategy 1: CTE teachers will plan to allocate weekly sessions for reviewing the study materials or practice tests, ensuring students have structured time to engage with the content once per week for the 2024-2025 school year. **Staff Responsible for Monitoring:** Assistant Principal, CTE Department, District CTE Department **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

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.

Strategy 1 Details
Strategy 1: Campus wide, all teachers will assist with review the most missed TEKS on the English I, English II, and Algebra I EOC. The English and the Math Department heads will identify the most frequently missed/misunderstood TEKS and that information will be shared with other departments. Those departments will then incorporate and review those TEKS at least once a week in their classroom. **Strategy's Expected Result/Impact:** Students will become more familiar and more successful with the most frequently missed English I, English II, and Algebra I TEKS. **Staff Responsible for Monitoring:** Principal, Associate Principal and Instructional coach(es) **Title I:** 2.4, 2.5, 2.6 **- 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 5: Effective Instruction
Strategy 2 Details
Strategy 2: A writing across the curriculum initiative will be implemented. All teachers are expected to have students write at least twice a week in their classroom on assignments and/or assessments. The writing assignments will include short constructed response type writing. **Strategy's Expected Result/Impact:** More students will attempt and student performance on short constructed responses will increase. This will increase scores **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 4: Industry-Based certifications will increase by 10% by the end of the 2024-2025 school year.

Strategy 1 Details
Strategy 1: By the end of the 2024-2025 school year, 80% of students enrolled in industry-based CTE programs for 2 to 3 years will be fully prepared for and will take their industry certification tests, as outlined by state testing requirements and regulations. **Strategy's Expected Result/Impact:** The amount of IBCs for students will increase. **Staff Responsible for Monitoring:** Assistant Principal, CTE Department, District CTE Department **Title I:** 2.4 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments
Strategy 2 Details
Strategy 2: Career-focused students will receive counseling from their counselor or current CTE teacher once a year to ensure all requirements and preparation are in place to take and pass certification tests. **Strategy's Expected Result/Impact:** Increase the amount of students obtaining IBCs. **Staff Responsible for Monitoring:** Assistant Principal, CTE Department, District CTE Department **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

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

Performance Objective 5: Increase Advanced Placement scores by 10%.

Strategy 1 Details
Strategy 1: Advanced Placement teachers will receive on-campus training led by trained high school AP teachers, **Strategy's Expected Result/Impact:** AP teachers capacity to effectively teach AP courses and students will increase. Also, student AP scores will continue to increase from year to year. **Staff Responsible for Monitoring:** Principal, Associate Principal, Instructional Coach, and Lead AP teacher **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction

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: The Student Advisory Committee will meet with the principal at least once a month during the 2024-2025 school year. During the meetings, students will identify strategies to move the campus and student body toward established goals. **Strategy's Expected Result/Impact:** The principal will use the student perspective to make better and more informed decisions to enhance the student educational experience. **Staff Responsible for Monitoring:** Principal, Student Advisory Committee **Title I:** 2.5
Strategy 2 Details
Strategy 2: During weekly and monthly meetings with school administrators, counselors, teachers and other personnel, note any student students or problems shared with the principal and create necessary plans of action to assist students.

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: A spreadsheet with our STARFISH Students will be created. STARFISH Students are a subset of our special populations (pregnant students, students who are parents, Emerging Bilingual (EB) Students, students receiving Special Education Services, and students who have demonstrated a need for social and emotional counseling). Our counselor and assistant principal pair will meet weekly to create action plans that address the unique needs of our STARFISH Students. What has been discussed, strategies employed, and progress with the students will be recorded on the STARFISH Student data tracking sheet. **Strategy's Expected Result/Impact:** Students who meet the STARFISH Student criteria will receive additional attention from counselors, administrators such that the academic, social, emotional and mental health needs are taken care of. **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant principals, Lead counselor, counselors. **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 3: (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 by 10% by May 2025.

Evaluation Data Sources: Discipline referrals

Strategy 1 Details
Strategy 1: The number of guidance lessons presented to the students by the counselors will increase to include at least two guidance lessons per semester. Guidance lessons will include topics such as conflict resolution, personal health and safety, postsecondary planing and readiness. **Strategy's Expected Result/Impact:** Students will be educated and know how to respond to situations appropriately. **Staff Responsible for Monitoring:** Principal, Associate Principal, Admin team, Lead counselor, counseling team, college and career counselors **Title I:** 2.5, 2.6 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Counselors and the administration team will mediate between students to teach conflict resolution and help to modify behavior long term. **Strategy's Expected Result/Impact:** Altercations between students will not occur and students will learn how to handle various situations as they arrive. **Staff Responsible for Monitoring:** Admin team, counseling team **Title I:** 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: By the end of the 2024-2025 school year, 100% of teaching staff will be trained in effective classroom management techniques and conflict recognition strategies, enabling them to effectively address conflicts in and outside the classroom.

Strategy's Expected Result/Impact: Conflict resolution knowledge will increase amongst all staff.

Staff Responsible for Monitoring: Campus Administration

TEA Priorities:
Recruit, support, retain teachers and principals

- ESF Levers:
Lever 3: Positive School Culture

Goal 4: (2.1) Design comprehensive human capital management systems.

Performance Objective 1: Educator Retention

Strategy 1 Details
Strategy 1: By the end of the 2024-2025 School Year, 100% of new teachers and mentors will participate in New Teacher Academy to gain knowledge and support with Cornerstone implementation, Best Practice Instructional Moves, and collaborative professional learning communities. **Strategy's Expected Result/Impact:** New teachers and their mentors, (who are typically PLC/Dept. leads,) will utilize resources and strategies provided during New Teacher Academy and become more confident in their instructional practices and moves, leading to continued growth in student performance data. **Staff Responsible for Monitoring:** Instructional Leadership Team (Administration, Instr. Coaches) **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **- Targeted Support Strategy - Additional Targeted Support Strategy**

Goal 4: (2.1) Design comprehensive human capital management systems.

Performance Objective 2: Build teacher capacity.

Strategy 1 Details
Strategy 1: By the end of the 2024-2025 School Year 50% of HHS Professional Learning Communities will have fully developed norms, internalization protocols, and data analysis protocols to target student performance data. **Strategy's Expected Result/Impact:** With half of Hutto High School's Professional Learning Communities functioning at a high capacity, (monitoring student performance data, internalizing lessons and instructional moves, and adhering to learning community norms,) teams will identify gaps in student skills and opportunities- ensuring student performance data growth. **Staff Responsible for Monitoring:** Instructional Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Goal 4: (2.1) Design comprehensive human capital management systems.

Performance Objective 3: Distributed hiring responsibilities.

Evaluation Data Sources: Increase the number of internal teacher hires from pathways and partnerships from 70% to 75% by May 31, 2025.

Strategy 1 Details
Strategy 1: Campus Administration will support campus hiring initiatives by actively recruiting, interviewing, hiring, and retaining motivated, vested candidates, leading to a 15% decrease in staff turnover during the 2024-2025 School Year **Strategy's Expected Result/Impact:** With a staff invested and motivated to serve the students of Hutto High School, turnover will decrease, staff and students will be more supported, and staff and student climate surveys will reflect the shift in an upward trajectory as they feel more supported throughout the campus system. **Staff Responsible for Monitoring:** Campus Administrators. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools

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 goal-oriented evaluation system in multiple departments focusing on one departmental position evaluation linked to the strategic plan.

Evaluation Data Sources: Complete an evaluation tool in every department for 100% of district employees.

Strategy 1 Details
Strategy 1: Conduct a minimum of 5 walkthroughs using the Cornerstones form weekly and allocate at least 15 minutes in each weekly admin meeting to review and discuss findings. **Strategy's Expected Result/Impact:** Team Calibration **Staff Responsible for Monitoring:** Admin Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning

Goal 5: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 2: (2.3.2) Implement Progressive Accountability with employees outlining expectations, training, and documentation processes.

Evaluation Data Sources: Implement Progressive Discipline models with 100% of employees.

Strategy 1 Details
Strategy 1: Accountability checks structured into week admin agenda during meetings.

Strategy 2 Details
Strategy 2: By the end of the school year, achieve 100% participation in professional development sessions designed to address specific campus needs identified by all levels of educators. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Goal 5: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 3: HHS administration will provide a framework to assist teachers in building their craft and improve teaching strategies that will push students to a higher level of thinking, to increase our retention rate by 20%.

Strategy 1 Details
Strategy 1: Continue teacher learning lunches in which Instructional Specialists, district-level personnel and HHS instructors are able to present relevant professional development. **Staff Responsible for Monitoring:** ICs, Department Chairs
Strategy 2 Details
Strategy 2: Create a PD plan for the New Teacher Academy to support 100% of new teachers at HHS. Admin will support new teachers with instruction, classroom management, technology, etc. " **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals, ICs, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing
Strategy 3 Details
Strategy 3: The HHS Principal and Associate Principal will meet weekly with instructional specialists to review data on teacher performance and campus progress. During these meetings, they will discuss the specific needs of teachers and collaboratively develop targeted action plans to address instructional concerns and enhance overall progress **Staff Responsible for Monitoring:** Principal, Associate Principal, and ICs **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning

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: Reactivate the Parent and Family Engagement (PFE) committee, which will meet once every 9 weeks grading cycle. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: By the end of the 2024-2025 school year, 100% of CTE teachers will establish at least two partnerships with local business owners to enhance curriculum relevance and provide students with real-world experiences, as measured by documented meetings and collaboration outcomes.
Strategy 3 Details
Strategy 3: Principal update will go out to stakeholders every two weeks. **ESF Levers:** Lever 3: Positive School Culture
Strategy 4 Details
Strategy 4: HHS parent contact log utilization will increase from 25% to 100% this academic school year.

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 & customer service survey data (baseline in 24-25).

Strategy 1 Details
Strategy 1: HHS will assist with the campus Parent Teacher Student Association (PTSA) in expanding its membership and scope of activities to provide means for meaningful parental involvement by implementing targeted outreach strategies, such as hosting informational meetings and workshops, leveraging social media for communication, and offering incentives for membership. **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: HHS Counseling team will conduct several parent information sessions to educate parents on credits earned and credits needed to graduate, and steps to prepare for college admission. **Staff Responsible for Monitoring:** Lead Counselor, Counselor team, College and Career Counselors

Goal 6: (3.1) Meaningfully engage parents and community as inclusive partners.

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

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

Strategy 1 Details
Strategy 1: Parents will receive the parent survey through ParentSquare, along with three follow-up reminders via ParentSquare, the principal's weekly email, and campus organizations' apps/notices.

Goal 6: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 4: HHS will continue to build and maintain partnerships with local post-secondary education institutions.

Strategy 1 Details
Strategy 1: Partnerships will be built with EWCHEC, Temple College, Houston Tillotson, Texas State, and Austin Community College. Representatives will come and speak to the students as well as there will be visits to the institutions. **Staff Responsible for Monitoring:** Lead Counselor, Counselors, College and Career Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: HHS counselors and college/career advisors will hold parent nights to provide parents with information regarding graduation requirements as well as college admission steps and deadlines. **Staff Responsible for Monitoring:** Lead Counselor, Counselors, College and Career Counselors

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: Intentionally focus on our Hispanic and Emerging Bilingual (EB) community through our Camino Al Exito Program. This program will meet at lest once a month where parents an students are invited into the school to learn more about how our students can be successful in high school and in life after high school. **Strategy's Expected Result/Impact:** Increased positive parent involvement from our Hispanic and Emerging Bilingual Community. **Staff Responsible for Monitoring:** Administrative team, Emerging Bilingual Team, and the New Comer Case manager. **Title I:** 4.2 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture

Goal 7: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 2: 3.3.3 Increase the number of positive customer service survey responses.

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

Strategy 1 Details
Strategy 1: All HHS Faculty Family will be intentional with all that they do such that parents are pleased with their child's and their experience with Hutto High School. Some of the intentionally includes contacting parents regularly and proactively, having events where parents are invited in such that they feel they are a part of HHS, communicate frequently with the parent community (ex. The Principal Update), etc. **Strategy's Expected Result/Impact:** Parents will be happy with how Hutto High School is operating and the surveys will convey such. **Staff Responsible for Monitoring:** Admin and leadership team. **Title I:** 2.6, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture