Hutto Independent School District

Hutto High School 9th Grade Center

2024-2025 Campus Improvement Plan



Mission Statement

The NGC inspires all students to achieve excellence in academics, character, and community.

Vision

The NGC inspires excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:
Hutto 9th Grade Center (NGC) is stationed at 301 Destiny Lane in the northern most area of Hutto Independent School District, located in Williamson County in Central Texas. The NGC opened its doors in the Fall of 2021 and remains a part of Hutto High School. The NGC's student population consists of students coming from our two feeder middle schools, Farley Middle School and Hutto Middle School, and every student at the NGC is a true freshman in the district. Hutto ISD is adding a 3rd middle school for the 2024-2025 school year, so the NGC will have three feeders instead of two beginning in 2024. In the Fall of 2023, the student population at the NGC was approximately 766 students. By the end of the school year in 2024, the population stayed consistent at 765 students. This is a change from last year's beginning of the year (BOY) projection which was much higher, at 796 students, showing a decrease of over 30 students. BOY projections for the 2024-2025 school year show an increase to over 800 total students. For the 2023-2024 school year, the demographic breakdown of the NGC student population is as follows:

Student Population	
Gender:	
• Female	46.69%
• Male	53.31%
Ethnic Distribution:	
• Hispanic-Latino	48.41%
• American Indian - Alaskan Native	0.37%
• Asian	2.82%
• Black - African American	14.58%
• White	26.96%
• Other/ Two or More	6.86%
Special Populations:	
• Special Education (SPED)	14.64%
• English as a Second Language (ESL)	9.9%

Student Population	
• Bilingual & Emerging Bilingual	15.20%
• At-Risk	52%
• Gifted and Talented	6.2%
• Dyslexia	7.23%
• Section 504	17.0%
Staff Population	
Gender:	
• Female	70%
• Male	30%
Ethnicity Distribution:	
• Hispanic-Latino	16%
• Black - African American	14%
• White	66%
• Other	4%
Years of Service:	
• 0-1 (4 teachers)	8.5%
• 2 (3 teachers)	6.3%
• 3+ (40 teachers)	85.2%
Staff Turnover:	21%

Summary:

Overall, NGC's population continues to grow and mirror the rapid growth of the city of Hutto; however, the 2023-2024 school year saw a decrease in overall class size down to 765 from 805 (difference of 40 students) from the year prior. Despite this drop, the NGC maintained comparable percentages in all sub groups to the year prior. This analysis is below:

- Hispanic numbers remained consistent after increasing from 43% to 49%.

- English as Second Language (ESL) learners decreased from 12% to 9.9%.
- Bilingual & Emerging Bilingual students remained consistent at nearly 16% of the total population.
- SPED students had increased to over 17%, but decreased to 14.64% this school year.
- The overall At-Risk student population decreased from 58% to 52% of total students.

With the continued growth of the city of Hutto, more apartment buildings are being added within the city limits. This is potentially drawing in more families with lower monthly incomes than the average Hutto homeowner. This inference was validated by the increase in Economically Disadvantaged students last year; despite a slight dip in this percentage (6%), the overall trend shows a steady increase in these overall numbers. These numbers may also be an indicator for the steady increase in At-Risk students as well despite the slight dip this year. Hutto ISD and the NGC, continue to grow to be a more diverse community facilitating many cultures and ethnicities.

In 2023-2024, the NGC had a staff of 80 members with 3 administrators, 7 professional support personnel, 57 teachers, and 13 clerical/paraprofessional positions; though, these numbers were reduced by 5 FTEs for the 2024-2025 school year. The majority of the NGC's teachers carry multiple years of experience, and only 4 total teachers are new to the profession;. 3 teachers are in their second year. The NGC experienced roughly 8 vacated positions mid-year in 2022-2023, however, in 2023-2024, the NGC only experienced 2 of these vacancies. Unlike the year prior, the Math Department almost remained fully staffed; however, one of the mid-year resignations was from this Department. Overall, the subject areas are balanced with equally sized teams of roughly 7 teachers; however, the demographic breakdown of the staff is not equally distributed. In addition, this number is dropping to 5 teachers per nearly every department for the 2024-2025 school year. The NGC's staff is primarily female and more than half of the staff population is Caucasian. This does not mirror the NGC student population which is nearly 54% male and nearly 50% Hispanic. While the NGC staff lacks the diversity of the student population, the small number of staff does allow for a very familial environment. The NGC experienced a turnover of nearly 21% which is down from 37.5% the year prior.

Demographics Strengths

- The NGC only has one grade level to focus on which allows for a single mission of preparing 9th grade students for success at the secondary level.
- The NGC student population continues to become more diverse, growing in ethnicity and culture.
- Though isolated from other campuses, the NGC is able to independently facilitate support for all special programs from SPED (BASE & FA) to EB services, to the offering of all entry level CTE pathways.
- The NGC has a small staff of around 80 members which creates a very familial feeling amongst staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 1) The inclusion/On-Level classes at the NGC have a wide-range of skill levels and deficits that are difficult to meet with decreasing staff numbers. **Root Cause:** 1) Loss of FTEs and increasing populations across all subgroups make it difficult to meet the needs of all students.

Problem Statement 2: 2) New students are regularly scheduled into new classes throughout the year, including incoming students from out-of-district. **Root Cause:** 2) The NGC, greater Hutto ISD population, continues to rapidly grow.

Problem Statement 3: 3) The NGC's Hispanic staff population percentage does not mirror the Hispanic student population percentage of 48%. **Root Cause:** 3) The NGC, greater Hutto ISD population, continues to rapidly grow. We need to recruit and hire more Hispanic teachers so that our staff demographics are more closely aligned to our student population demographics.

Student Learning

Student Learning Summary

The NGC offers a wide range of learning opportunities for Hutto ISD 9th graders. We have 8 different Career & Technology Education (CTE) entry-level principles courses which allow students to embark upon the journey to earn an endorsement in 11 different CTE pathways. At the NGC, we offer entry-level courses in Agriculture, Business, Computer Science, Criminal Justice, Digital Media, Education & Training, Engineering, Health Science, Hospitality, and Human Services. In addition, the NGC has several Fine Arts and extra-curricular opportunities including Air Force ROTC, Athletics, Art I, Band, Choir, Dance, Orchestra, and Theatre. In Languages Other Than English (LOTE), the NGC is limited to offering only Spanish. All these electives offer differentiated pathways for students to achieve personal success outside of the core content areas. Utilizing the above courses combined with the students core “4 x 4” course load, all students have the opportunity to earn a total of 8 credits their freshman year. This would involve a full credit in Math, English, Science, and Social Studies combined with 4 additional credits in the electives above; doing so gives students the opportunity to earn enough credits to be a sophomore at Hutto High School.

Though the NGC only facilitates one grade level (9th), we are able to offer accelerated pathways in Math and Spanish. We have several students who are able to take Geometry at the NGC, and some who advance beyond Geometry to Algebra II; however, these students must take this class at Hutto High School (HHS). Students who are advanced in Spanish are able to take Spanish II at the NGC. In addition to these two opportunities for accelerated advancement and the Honors courses which are held in each content area, the NGC also offers Advance Placement for Social Studies through AP Human Geography and AP Spanish IV. These two courses participate in the AP College Board examination during the Spring. The other core subjects are tested in the Spring via the STAAR test. To prepare for this, the NGC participates in three NWEA MAP STAAR screeners throughout the year. The MAP screeners are used as formative assessments to measure student growth toward success on the STAAR EOCs in Math & English. Added to these assessments, the NGC incorporates a district mandated Common Based Assessments (CBA) cycle in all core areas to add additional assessments for longitudinal data throughout the year. All assessments assist in measuring student progress which culminates in April and May via Spring STAAR testing where students take the End-of-Course (EOC) exams for Algebra I, Biology and English I. The EOC tests were modified for the 2023-2024 school year to incorporate a wide range of question formats other than multiple choice. Though this occurred, the NGC did not see a drop in performance. A breakdown of the past two year’s scores in these three assessments can be viewed below.

Algebra I			
2022-2023 Results		**2023-2024 Results**	
Total Tests Taken = 541		**Total Tests Taken = 542**	
Did Not Meet:	27%	Did Not Meet:	22%
Approaches:	47%	Approaches:	38%
Meets:	20%	Meets:	21%
Masters:	6%	Masters:	19%

Biology	
2022-2023 Results	**2023-2024 Results**

Biology			
Total Tests Taken = 780		**Total Tests Taken = 751**	
Did Not Meet:	4%	Did Not Meet:	6%
Approaches:	23%	Approaches:	28%
Meets:	41%	Meets:	42%
Masters:	32%	Masters:	24%

English I			
2022-2023 Results		**2023-2024 Results**	
Total Tests Taken = 778		**Total Tests Taken = 751**	
Did Not Meet:	20%	Did Not Meet:	22%
Approaches:	16%	Approaches:	15%
Meets:	48%	Meets:	46%
Masters:	15%	Masters:	17%

The NGC saw consistency between last year's EOC assessment results and this year's results; however, failure rates were slightly higher in two subjects; failures ("Did Not Meet") increased by 1-2% in English I and Biology. In addition, Biology "Masters" decreased by 8% while "Approaches" increased by 5%. Other than these two indicators, percentages for both English I and Biology were within 1-2% of last year's scores. Algebra I experienced the largest growth by decreasing "Does Not Meet" by 5% and increasing "Masters" by 13%. In contrast to the EOC results, course failures at the NGC showed significant increase from 2023 to 2024.

	Students Assigned	Did not complete all credits.	Did not recover any credits.
Spring, 2023	113	23	10
Spring, 2024	135	88	51

In the Spring semester of 2023, 113 students were assigned to the Credit Recovery (CR) class and needed to recover a total of 217 courses. Of the 113 students who were assigned to CR, 23 students did not completely recover their credits. Additionally, 10 students did not recover a single credit. Out of the 805 students who attended the NGC in the 2022-2023 school year, 3% of the students did not transition to HHS with a full 8 credits. This number increased in 2024. Only 47 students (35%) recovered their necessary credits, and 51 did not recover any credits. This is 6% of the Class of 2027. These students have been assigned to Summer School for Credit Recovery.

Summary:
The NGC has a plethora of courses and opportunities for students to find interest and success in extracurriculars, Fine Arts, LOTE, and CTE. The NGC is staffed and equipped to offer entry into 93% of the CTE pathways offered at Hutto High School. The only pathway not available to NGC students is Automotive; however, they can begin this pathway at HHS their sophomore year. In regards to achievement, EOC passing rates are consistent and trending slightly upward in Algebra I, but slightly downward in Biology and English I. Biology leads the way with 24% of 751 students earning Masters while a total of 94% passed the Biology EOC. Though there was a drop in performance in Biology & ELA, Meets & Masters in both remain above the state. Though Algebra I saw a boost in performance, Masters is still below the state.

Student Learning Strengths

- The NGC is able to offer entry into nearly every extracurricular activity and all but one of the CTE pathways.
- Algebra I showed growth in all levels in 23-24, bringing Masters up to 19% from 6%.
- Algebra I also improved the overall passing rate 5% from 73% to 78%.
- Biology continues to have strong scores, and nearly met the Hutto ISD goal of “90, 60, 30” in student performance for the third year in a row.
- English I had scores consistent to previous years, and increased Masters by 2%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The NGC experienced a significant number of failures in the 2023-2024 school year. **Root Cause:** Deficit in quality Tier 1 instructional practices.

Problem Statement 2: In ELA, students struggle to connect universal themes to different works of literature. **Root Cause:** Lack of a consistent framework to guide students' thinking.

Problem Statement 3: In Biology, students struggle with applying content knowledge to excerpts and data tables in new STAAR question types. **Root Cause:** Lack of familiarity with this type of question.

Problem Statement 4: In Algebra I, students struggle to apply different skills to multi-step problems, and struggle to connect skills from multiple TEKS to the same individual problem. **Root Cause:** Students are not equipped with conceptual knowledge pertaining to literal equations.

School Processes & Programs

School Processes & Programs Summary

The Hutto ISD Ninth Grade Center has many processes in place to create an optimal student academic, social, and emotional experience. In regards to academics, the NGC offers several course offerings incorporating electives in CTE, LOTE, Fine Arts, and Athletics. Through these courses, students are able to begin the high school experience in 93% of the pathways available at Hutto High School.

In regards to core subjects, academics are bolstered by Professional Learning Communities (PLCs) in which teachers receive a 46 minute period built into their instructional day in order to collaborate with their subject-matter team daily and remain aligned and improve instruction. These PLC processes & protocols remain adaptable to the changing needs of our staff and students. In addition, each core subject follows a District mandated Curriculum Based Assessment (CBA) cycle which assists in providing formative data points throughout the year as students progress through their coursework. Each CBA is followed by a Data Driven Instruction meeting in which the NGC's instructional coach (IC) joins the core team to discuss and analyze results while creating action plans for instructional improvement. In addition to the CBAs, the English and Math departments utilize Measures of Academic Progress (MAP) assessments to evaluate student growth throughout the school year. Some departments utilize the Springboard curriculum which is a College Board approved curriculum focusing on student-centered instruction, classroom-proven resources, and alignment to state standards. The Math Department also incorporates the Carnegie curriculum for supplemental material. The Biology department will incorporate curriculum through McGraw-Hill for the 2024-2025 school year. In addition to the standard curriculum, NGC provides students with an additional opportunity through a structured Credit Recovery program to earn credits for courses they may have failed in the Fall semester.

In regards to the staff responsible for supporting academics, each department is represented by a veteran teacher as a department head. Each department head is part of the NGC Leadership Team which assists administration in making critical decisions that affect the campus and students. In addition, academics are supported by a single instructional coach who helps with teacher professional growth and an administrator who is assigned to each of the academic subjects. Finally, a G/T Teacher was introduced during the 2023-2024 school year to help increase enrichment opportunities and increase the identification and screening process.

Building students socially is another critical practice at the NGC. The morning at the NGC is designed to build the 9th graders' social capacity. This time in the morning is called "Morning Madness." During this time, students are permitted to navigate the entire campus to attend tutorials, socialize with friends, play games with teachers in the teachers' rooms, or attend clubs. Another element for building students socially was the incorporation of a practice called "Freshman 15." Freshman 15 is incorporated along with the lunches at the NGC. Lunch is held during 5th period; since this period incorporates the 3 lunches, the period is extended so that each class has an additional 15 minutes. During these 15 minutes, students are taught lessons which incorporate Social & Emotional Learning (SEL), including the Hippo Way, and common academic skills such as study skills, grade checks, and understanding credits. While this is the intended purpose of this time, policies are needed to ensure lessons are being taught and the Freshman 15 time is being utilized efficiently across the campus. Last, students are also eligible to participate on the principal's student advisory council (SAC) also called the "Above the Line (ATL) Crew." Through this group, students are given a voice in decisions made regarding the NGC's direction. The group is integral in helping to develop certain events like dances and fundraising campaigns.

To accommodate the emotional needs of the 9th graders at the NGC, we have three counselors available to the students. The counselors at the NGC are protected from ancillary duties so that their primary focus can be attending to the students' emotional needs. In addition to our three counselors, the NGC also provides emotional support via a Licensed Mental Health Counselor who is available when needed and called upon in emergency situations.

Summary:
The NGC offers a robust course selection for students' schedules, and several outlets to provide for students' social and emotional learning. While opportunities are present, follow through is needed from both staff and students to ensure that these opportunities are capitalized upon.

School Processes & Programs Strengths

- Embedded daily PLCs helped to align instruction and the implementation of campus wide expectations which led to improved behaviors and a more structured campus in the 2023-2024 school year.

- English, Math, and Science will incorporate standardized curriculum which will supplement and improve instruction and student achievement.
- Many processes exist for students' social and emotional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: CTE and elective departments do not have an efficient way to collaborate. **Root Cause:** CTE and Electives do not have a designated PLC period during the school day.

Problem Statement 2: "Freshman 15" is not being utilized effectively throughout the campus. **Root Cause:** Lessons/criteria for Freshman 15 are only given to staff occasionally, therefore time is not efficiently utilized for SEL and to address student needs.

Problem Statement 3: Students are struggling to come to school prepared with charged and working technology. **Root Cause:** Lack of resources at the district level do not allow a quick turn-around when students put in a work request for repairs.

Problem Statement 4: Student feedback indicated that the NGC felt more like middle school than high school. **Root Cause:** Strict rule and expectation enforcement with a lack of meaningful engaging activities for students to connect and grow socially.

Problem Statement 5: Students are being removed from the instructional setting 89% of the time they are referred for disciplinary reasons. **Root Cause:** Lack of disciplinary consequences outside of ISS, OSS, & DAEP.

Perceptions

Perceptions Summary

In order to establish proper perceptions of the NGC, all stakeholders are included in the decisions and direction of the campus and its programs. One of the NGC's campus goals is to have a heavy presence of parent and community engagement. A Parent and Family Engagement (PFE) Playbook has been in use the past three years. The PFE Playbook lists monthly activities/ events where the NGC Family will intentionally reach out and involve parents and the community. In addition, a PFE parent committee in conjunction with the PTSA has been utilized to help drive parent involvement. This committee was used for parent input, but also as a sounding board to steer the direction of the NGC. Additionally, the PFE parent committee was used to keep parents informed of integral information pertaining to their students' journey towards HHS and high school completion. We want parents to know they are an integral part of their students' success and we want them to feel welcome to come on campus. During the 2023-2024 school year, the following practices and protocols were incorporated to involve the NGC parents and community members:

- NGC Fish Camp
- Open House
- Parent/teacher conferences
- Postcards sent out to students following each faculty meeting
- Parents volunteering and observing on campus
- Established our NGC Parent-Teacher-Student Association
- Community forums throughout the year
- Pep-rallies (parents are invited to attend)
- Honors/AP Orientation

In addition to the above events, we also survey parents for feedback on our culture, processes, and procedures. This year, we surveyed parents through an EOY Google Form. We also surveyed our staff and students through an End-of-year (EOY) survey administered by a third party company called Panorama; 398 individuals participated in the Panorama survey this Spring. The breakdown of participants is as follows:

- Student Participants = 329
- Staff Participants = 69

For the parent survey, we unfortunately only had 39 responses, but here is the breakdown of that information.

In regards to the NGC being a "safe environment," 92% of parents responded favorably. 82% of parents feel that their students' academic needs were being met at the NGC, and that the NGC communicated adequately regarding assignments and progress. In regards to administration, 77% of parents felt that the "teachers and principal made their student(s) feel a sense of pride while attending the NGC." Last, 73% of parents felt that the administration was "helpful with needs and issues."

From the Panorama results, 77% of students feel that their "teachers care about (them)." Also, 81% of students felt that they were "included in school activities and events." Teachers were also surveyed. 81% of teachers responded favorably regarding the "tone leaders set for the culture of the department," and 74% of teachers responded favorably regarding the "tone leaders set for the culture of the school." On the other hand, only 55% of teachers responded favorably regarding "how positive the working environment at (their) school" is, and only 70% of teachers responded favorably that they are "optimistic (their) school will improve in the future." The most staggering pieces of data were in regards to the quality of professional development. Only 37% of teachers responded favorably to the relevance of professional learning opportunities, and only 68% responded favorably that the school has been supportive of their growth as an educator. Last, job satisfaction seems to be low as only 61% of teachers responded favorably to this prompt.

Discipline data is another element which was captured from parent surveys. According to the qualitative data from the surveys, parents felt that there wasn't enough accountability at the NGC regarding vaping and fighting in the bathrooms. Although these two infractions were prevalent at the NGC this year, discipline data shows a trend that greater accountability is occurring based on common disciplinary infractions (see chart below).

NGC Offenses	2021-2022	2022-2023	2023-2024
Controlled Substance/ THC/ Alcohol	31	19	26
Tobacco/ E-Cig	18	3	22
Fighting	15	11	10
Cut Class/ Leave w/o Authorization	45	55	60
Insubordination	57	51	55
Disruption to Learning	36	22	65
Horseplay	13	16	28

	2021-2022	2022-2023	2023-2024
Overall Offenses	756	295	558
Resulting in: ISS/OSS/ DAEP	486	233	498
Percentage	64%	78%	89%

Actions	2021-2022	2022-2023	2023-2024
ISS	386	183	341
OSS	47	20	93
DAEP	53	30	64

Again, according to the chart above, accountability is increasing with the use of disciplinary consequences including ISS, OSS, & DAEP. The most staggering difference is the growth in use of OSS as a disciplinary consequence. The most likely reason for this is that OSS was used in conjunction with each DAEP placement and was also used when students failed to comply with directives when assigned ISS. Overall, 89% of offenses result in ISS, OSS, or DAEP, all of which remove students from the instructional setting.

Summary:
Overall, students, parents, and staff indicate that the environment at the NGC is safe and supportive; however, job satisfaction and the support for professional development seem to be the two lowest indicators.

Perceptions Strengths

- The NGC offers a safe environment.
- Overall, the NGC administration was helpful to parents, but there is room for growth.
- Students feel supported and connected at the NGC.
- Students are being held accountable for their behavior at the NGC.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The NGC needs to incorporate more high-level engagement opportunities for parent and family engagement. **Root Cause:** Events held at the NGC in the past were low-level engagement which did not generate greater involvement in students' education.

Problem Statement 2: Students are being removed from the instructional setting 89% of the time they are referred for disciplinary reasons. **Root Cause:** Lack of disciplinary consequences outside of ISS, OSS, & DAEP.

Goals

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

Performance Objective 1: (1.1.1) Students in 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: Professional development throughout the year will be focused on the understanding, implementation, and execution of instructional practices outlined in the T-Tess Rubric combined with student-centered practices (ie. Kagan strategies, critical writing, etc.). **Strategy's Expected Result/Impact:** A greater focus and display of student-centered practices indicated on T-Tess evaluations, Dimension 2.1 - Achieving Expectations. 80% of NGC teachers will earn at least "proficient" on Dimension 2.1 of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 6 - District Culture and Climate 2 - Curriculum, Instruction, and Assessment 1
Strategy 2 Details
Strategy 2: NGC teachers will adapt Tier 1 instructional practices to incorporate a more student-centered approach in accordance with the "accomplished" column on the T-Tess Rubric. **Strategy's Expected Result/Impact:** Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 3 Details

Strategy 3: NGC teachers will administer a Freshman 15 lesson about the importance of the EOCs as they pertain to graduation, and the importance of the data revealed by the MAP screener in relation to their preparedness for the EOCs.

Strategy's Expected Result/Impact: Increased student value placed on the NWEA MAP and STAAR EOC indicated by an increase to Meets by 5% in English I, Algebra I, & Biology.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2 - District Culture and Climate 1

Strategy 4 Details

Strategy 4: In order to give value to the MAP screener, participation and quality performance on the screeners will be offered as extra credit opportunities for students in Algebra I & English I.

Strategy's Expected Result/Impact: Increased student value placed on the NWEA MAP and STAAR EOC indicated by an increase to Meets by 5% in English I, Algebra I, & Biology.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2, 3, 4 - Student Achievement 3, 4, 5

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: Professional development throughout the year will be focused on the understanding, implementation, and execution of instructional practices outlined in the T-Tess Rubric combined with student-centered practices (ie. Kagan strategies, critical writing, etc.).

Strategy's Expected Result/Impact: A greater focus and display of student-centered practices indicated on T-Tess evaluations, Dimension 2.1 - Achieving Expectations. 80% of NGC teachers will earn at least "proficient" on Dimension 2.1 of their formal T-Tess observation for the 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, & Department Heads

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Student Achievement 2

Strategy 2 Details

Strategy 2: NGC teachers will adapt Tier 1 instructional practices to incorporate a more student-centered approach in accordance with the "accomplished" column on the T-Tess Rubric.

Strategy's Expected Result/Impact: Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, & Department Heads

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 3 Details

Strategy 3: Algebra I, English I, & Biology teams will incorporate a Data Driven Instruction (DDI) cycle after each CBA including a designated class period for implementing the DDI process with students using Student Facing Data Trackers.

Strategy's Expected Result/Impact: Increased student achievement from CBA to CBA in each subject indicating an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 4 Details

Strategy 4: In their first PLC of the year, Algebra I, English I, & Biology teachers will utilize 2023-2024 8th Grade STAAR results as baseline data to identify students' strengths, students' areas of need, and establish which students require targeted intervention.

Strategy's Expected Result/Impact: Increased awareness of learning deficits resulting in swifter and more targeted intervention. Indicated by increased student achievement from CBA to CBA in each subject with an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 3, 4 - Student Achievement 1, 3, 4, 5

Strategy 5 Details

Strategy 5: Observation & feedback protocol will be adjusted to include a follow-up meeting and "10 Step" scripted dialogue and follow-up for each walkthrough in Algebra I, English I, & Biology.

Strategy's Expected Result/Impact: Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, & Department Heads

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Student Achievement 2

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

Performance Objective 3: (1.1.3) Increase Domain 2 STAAR growth percentage results in reading and math, ensuring that over 80% of students attain growth targets.

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

Strategy 1 Details
Strategy 1: Professional development throughout the year will be focused on the understanding, implementation, and execution of instructional practices outlined in the T-Tess Rubric combined with student-centered practices (ie. Kagan strategies, critical writing, etc.). **Strategy's Expected Result/Impact:** A greater focus and display of student-centered practices indicated on T-Tess evaluations, Dimension 2.1 - Achieving Expectations. 80% of NGC teachers will earn at least "proficient" on Dimension 2.1 of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Student Achievement 2
Strategy 2 Details
Strategy 2: NGC teachers will adapt Tier 1 instructional practices to incorporate a more student-centered approach in accordance with the "accomplished" column on the T-Tess Rubric. **Strategy's Expected Result/Impact:** Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 3 Details

Strategy 3: Algebra I, English I, & Biology teams will incorporate a Data Driven Instruction (DDI) cycle after each CBA including a designated class period for implementing the DDI process with students using Student Facing Data Trackers.

Strategy's Expected Result/Impact: Increased student achievement from CBA to CBA in each subject indicating an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 4 Details

Strategy 4: In their first PLC of the year, Algebra I, English I, & Biology teachers will utilize 2023-2024 8th Grade STAAR results as baseline data to identify students' strengths, students' areas of need, and establish which students require targeted intervention.

Strategy's Expected Result/Impact: Increased awareness of learning deficits resulting in swifter and more targeted intervention. Indicated by increased student achievement from CBA to CBA in each subject with an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 3, 4 - Student Achievement 1, 3, 4, 5

Strategy 5 Details

Strategy 5: In order to improve the NGC students' ability to write short-constructed responses, both the Biology and Algebra I teachers will incorporate more writing activities into lessons and closures.

Strategy's Expected Result/Impact: By the end of the 2024-2025 school year, 80% of NGC students will show an improvement of at least one proficiency level on the SCR Rubric from their baseline assessment at the beginning of the year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, Algebra I, & Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 2 - Student Achievement 3

Strategy 6 Details

Strategy 6: All core subjects at the NGC will incorporate small group instruction with targeted students weekly as part of their instructional delivery.

Strategy's Expected Result/Impact: Decreasing the learning gaps of lower performing students with targeted intervention, indicated by an increase in special population attainment at meets or higher.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, Algebra I, & Biology Teachers

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 3, 4 - Student Achievement 1, 3, 4, 5

Strategy 7 Details

Strategy 7: All core subjects, including Math & Science, will implement a High Quality Instructional Material (HQIM) as the 'backbone' of their curriculum. Math will incorporate Carnegie, Science will implement McGraw-Hill, English will implement SpringBoard, and World Geography will implement DBQs.

Strategy's Expected Result/Impact: Increased adherence to a higher level of rigor evidenced by increased student growth of 5% from CBA to CBA.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, Algebra I, Biology, English I, and World Geography Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

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

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

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

Strategy 1 Details
Strategy 1: In the Spring of 2025 (, the NGC counselors will host an Advanced Academics Night to promote interest in the "Ready for Early Access to College in Hutto" (REACH) Program, the "Texas Bioscience Institute" (TBI) Program, the Dual Credit (DC), and the Advanced Placement (AP) program for students who are quality candidates or simply interested in learning about the programs. **Strategy's Expected Result/Impact:** Increased exposure to advanced academics for 9th grade students and families. **Staff Responsible for Monitoring:** Principal & Counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3
Strategy 2 Details
Strategy 2: In conjunction with our Advanced Academics Night at the NGC, representatives from the East Williamson County Higher Education Center (EWCHEC), Texas State Technical College (TSTC), Temple College, and Texas A&M-Central Texas will be asked to come and speak to the NGC students in the Spring of 2024. **Strategy's Expected Result/Impact:** Increased exposure to post secondary pathways for 9th grade students and families. **Staff Responsible for Monitoring:** Principal & Counselors **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3
Strategy 3 Details
Strategy 3: The NGC will host an AP Parent Night (October 9, 2024) for parents and students in which they will be informed of the opportunity and benefit of their student's participation in the AP exam. **Strategy's Expected Result/Impact:** Increased participation on both the AP Human Geography and Spanish IV exams. **Staff Responsible for Monitoring:** Principal, Counselors, AP Human Geography & Spanish IV teachers **TEA Priorities:** Connect high school to career and college **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Strategy 4 Details

Strategy 4: The AP Human Geography and AP Spanish IV teachers will host tutorial sessions in the Spring of 2025 in order to prepare students for both AP test administrations.

Strategy's Expected Result/Impact: Increased passing rates on the AP exams to 70% of all testing students on the AP Human Geography and/or AP Spanish 4.

Staff Responsible for Monitoring: Principal, Counselors, AP Human Geography & Spanish IV teachers

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1 - Student Achievement 2

Strategy 5 Details

Strategy 5: The AP Human Geography and AP Spanish IV teachers will host a practice test for the AP Human Geography test administration in the Spring of 2025.

Strategy's Expected Result/Impact: Increased participation on both the AP Human Geography and Spanish IV exams.

Staff Responsible for Monitoring: Principal, Counselors, AP Human Geography & Spanish IV teachers

TEA Priorities:
Connect high school to career and college

- ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1 - Student Achievement 2

Strategy 6 Details

Strategy 6: The NGC will host a Military Fair during lunches in the Spring of 2025.

Strategy's Expected Result/Impact: Expose 9th graders to the various military branches.

Staff Responsible for Monitoring: Principal & ROTC Teachers

TEA Priorities:
Connect high school to career and college

Problem Statements: Perceptions 1 - Family and Community Engagement 1 - District Organization 3

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

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

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

Strategy 1 Details
Strategy 1: Professional development throughout the year will be focused on the understanding, implementation, and execution of instructional practices outlined in the T-Tess Rubric combined with student-centered practices (ie. Kagan strategies, critical writing, etc.). **Strategy's Expected Result/Impact:** A greater focus and display of student-centered practices indicated on T-Tess evaluations, Dimension 2.1 - Achieving Expectations. 80% of NGC teachers will earn at lease "proficient" on Dimension 2.1 of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Student Achievement 2
Strategy 2 Details
Strategy 2: NGC teachers will adapt Tier 1 instructional practices to incorporate a more student-centered approach in accordance with the "accomplished" column on the T-Tess Rubric. **Strategy's Expected Result/Impact:** Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5
Strategy 3 Details
Strategy 3: Algebra I, English I, & Biology teams will incorporate a Data Driven Instruction (DDI) cycle after each CBA including a designated class period for implementing the DDI process with students using Student Facing Data Trackers. **Strategy's Expected Result/Impact:** Increased student achievement from CBA to CBA in each subject indicating an overall 5% increase of student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 4 Details

Strategy 4: In their first PLC of the year, Algebra I, English I, & Biology teachers will utilize 2023-2024 8th Grade STAAR results as baseline data to identify students' strengths, students' areas of need, and establish which students require targeted intervention.

Strategy's Expected Result/Impact: Increased awareness of learning deficits resulting in swifter and more targeted intervention. Indicated by increased student achievement from CBA to CBA in each subject with an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 3, 4 - Student Achievement 1, 3, 4, 5

Strategy 5 Details

Strategy 5: The NGC will add an additional ESL teacher to service the growing population of emergent bilingual (EB) students.

Strategy's Expected Result/Impact: Increased support for EBs resulting in quicker language acquisition.

Staff Responsible for Monitoring: Principal & ESL Teachers

ESF Levers:
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Achievement 1

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

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

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

Strategy 1 Details
Strategy 1: Professional development throughout the year will be focused on the understanding, implementation, and execution of instructional practices outlined in the T-Tess Rubric combined with student-centered practices (ie. Kagan strategies, critical writing, etc.). **Strategy's Expected Result/Impact:** A greater focus and display of student-centered practices indicated on T-Tess evaluations, Dimension 2.1 - Achieving Expectations. 80% of NGC teachers will earn at lease "proficient" on Dimension 2.1 of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Student Achievement 2
Strategy 2 Details
Strategy 2: NGC teachers will adapt Tier 1 instructional practices to incorporate a more student-centered approach in accordance with the "accomplished" column on the T-Tess Rubric. **Strategy's Expected Result/Impact:** Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5
Strategy 3 Details
Strategy 3: Algebra I, English I, & Biology teams will incorporate a Data Driven Instruction (DDI) cycle after each CBA including a designated class period for implementing the DDI process with students using Student Facing Data Trackers. **Strategy's Expected Result/Impact:** Increased student achievement from CBA to CBA in each subject indicating an overall 5% increase of student growth. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 4 Details

Strategy 4: In their first PLC of the year, Algebra I, English I, & Biology teachers will utilize 2023-2024 8th Grade STAAR results as baseline data to identify students' strengths, students' areas of need, and establish which students require targeted intervention.

Strategy's Expected Result/Impact: Increased awareness of learning deficits resulting in swifter and more targeted intervention. Indicated by increased student achievement from CBA to CBA in each subject with an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 3, 4 - Student Achievement 1, 3, 4, 5

Strategy 5 Details

Strategy 5: Observation & feedback protocol will be adjusted to include a follow-up meeting and "10 Step" scripted dialogue and follow-up for each walkthrough in Algebra I, English I, & Biology.

Strategy's Expected Result/Impact: Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, & Department Heads

ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - Student Achievement 2

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: Student Council and the Class of 2028 Class Officers will be unified into one governing organization of the student body which will also be used as the Principal's Advisory Council, "The ATL Crew." **Strategy's Expected Result/Impact:** Increased stakeholder engagement and ownership in decisions that affect the culture of the NGC. **Staff Responsible for Monitoring:** Principal, Class Officer Sponsor, & Student Council Sponsors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4
Strategy 2 Details
Strategy 2: The ATL Crew will meet with the principal at least three times a semester during the 2024-2025 school year to collaborate on strategies, ideas, and initiatives which foster a positive and student-centered campus culture. **Strategy's Expected Result/Impact:** Increased stakeholder engagement and ownership in decisions that affect the culture of the NGC. **Staff Responsible for Monitoring:** Principal, Class Officer Sponsor, & Student Council Sponsors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4
Strategy 3 Details
Strategy 3: Survey the students BOY in regards to interest and preferences for club offerings at the NGC for the 2024-2025 school year. **Strategy's Expected Result/Impact:** Increased student enthusiasm and engagement as indicated from BOY survey to EOY survey. **Staff Responsible for Monitoring:** Principal & NGC Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Strategy 4 Details

Strategy 4: Student climate surveys will be distributed at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) to assess the effectiveness of strategies, ideas, and initiatives used to foster a positive and student-centered campus culture.

Strategy's Expected Result/Impact: Increased stakeholder engagement and ownership in decisions that affect the culture of the NGC.

Staff Responsible for Monitoring: Principal, Class Officer Sponsor, & Student Council Sponsors

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Strategy 5 Details

Strategy 5: Each NGC teacher's and student's schedule will continue to include an extra 15 minute allotment during 5th period, known as "Freshman 15," in which they can invest in each other through mentorship, relationship building, academic growth, and Social & Emotional Learning (SEL).

Strategy's Expected Result/Impact: Designated time for delivery of SEL, Hippo Way, College & Career exposure, and campus announcements & expectations.

Staff Responsible for Monitoring: Princpal, Assistant Principals, Department Heads, & NGC Teachers

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Strategy 6 Details

Strategy 6: The NGC will host 4-6 pep rallies throughout the year to promote interest in Fall and Spring extracurricular activities.

Strategy's Expected Result/Impact: Increased student enthusiasm and engagement as indicated from BOY survey to EOY survey.

Staff Responsible for Monitoring: Principal & Dance Teacher

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Strategy 7 Details

Strategy 7: The NGC will host spirit days throughout the entire year to celebrate several events from athletic competitions to cultural holidays to STAAR testing.

Strategy's Expected Result/Impact: Increased student enthusiasm and engagement as indicated from BOY survey to EOY survey.

Staff Responsible for Monitoring: Principal

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Strategy 8 Details

Strategy 8: The NGC will host two dances throughout the year; one dance will be held for Homecoming in the Fall, and the second will be held in February as a Winter Formal.

Strategy's Expected Result/Impact: Increased student enthusiasm and engagement as indicated from BOY survey to EOY survey.

Staff Responsible for Monitoring: Principal, Assistant Principals, PTSA, & Student Council Sponsors

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Strategy 9 Details

Strategy 9: The NGC will host a PTSA Powder Puff football game (November 21, 2024) in the Fall of 2024.

Strategy's Expected Result/Impact: Increased student enthusiasm and engagement as indicated from BOY survey to EOY survey.

Staff Responsible for Monitoring: Principal, Assistant Principals, PTSA, & Student Council Sponsors

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Strategy 10 Details

Strategy 10: The NGC will host a PTSA Spring Kickback in May of 2025.

Strategy's Expected Result/Impact: Increased student enthusiasm and engagement as indicated from BOY survey to EOY survey.

Staff Responsible for Monitoring: Principal, Assistant Principals & PTSA

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

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: Inclusion numbers for every inclusion section will be capped at 10 SPED students in order to maximize services of the inclusion teacher's support. **Strategy's Expected Result/Impact:** Increased individual support for all students receiving inclusion services resulting in an increase in EOC passing rates the SPED population. **Staff Responsible for Monitoring:** Principal, Counselors, & SPED Case Managers **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 1
Strategy 2 Details
Strategy 2: Professional development throughout the year will be focused on the understanding, implementation, and execution of instructional practices outlined in the T-Tess Rubric combined with student-centered practices (ie. Kagan strategies, critical writing, etc.). **Strategy's Expected Result/Impact:** A greater focus and display of student-centered practices indicated on T-Tess evaluations, Dimension 2.1 - Achieving Expectations. 80% of NGC teachers will earn at lease "proficient" on Dimension 2.1 of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Student Achievement 2
Strategy 3 Details
Strategy 3: NGC teachers will adapt Tier 1 instructional practices to incorporate a more student-centered approach in accordance with the "accomplished" column on the T-Tess Rubric. **Strategy's Expected Result/Impact:** Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 4 Details

Strategy 4: Algebra I, English I, & Biology teams will incorporate a Data Driven Instruction (DDI) cycle after each CBA including a designated class period for implementing the DDI process with students using Student Facing Data Trackers.

Strategy's Expected Result/Impact: Increased student achievement from CBA to CBA in each subject indicating an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3, 4 - Student Achievement 2, 3, 4, 5

Strategy 5 Details

Strategy 5: In their first PLC of the year, Algebra I, English I, & Biology teachers will utilize 2023-2024 8th Grade STAAR results as baseline data to identify students' strengths, students' areas of need, and establish which students require targeted intervention.

Strategy's Expected Result/Impact: Increased awareness of learning deficits resulting in swifter and more targeted intervention. Indicated by increased student achievement from CBA to CBA in each subject with an overall 5% increase of student growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Department Heads, & English I, Algebra I, and Biology Teachers

ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Demographics 1 - Student Learning 2, 3, 4 - Student Achievement 1, 3, 4, 5

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.

Strategy 1 Details
Strategy 1: NGC administrators and counselors will meet with both Hutto Middle School (HMS) and Farley Middle School (FMS) personnel during the Summer of 2024 to identify and discuss any students who need additional emotional or behavioral support. This same list will be reviewed bi-weekly in admin meetings. **Strategy's Expected Result/Impact:** A reduction in overall discretionary discipline referrals from the 2023-2024 school year. **Staff Responsible for Monitoring:** Principals & Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 5 - District Culture and Climate 5 - Perceptions 2 - District Organization 5
Strategy 2 Details
Strategy 2: Students who have been identified as needing additional emotional or behavioral support will be hand scheduled into classes with the most appropriate teacher for their needs. **Strategy's Expected Result/Impact:** A reduction in overall discretionary discipline referrals from the 2023-2024 school year. **Staff Responsible for Monitoring:** Principals & Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 5 - District Culture and Climate 5 - Perceptions 2 - District Organization 5
Strategy 3 Details
Strategy 3: NGC administrators will station themselves at bathrooms for each transition in order to reduce the opportunities for students to use vape pens in the bathrooms during transitions. **Strategy's Expected Result/Impact:** A reduction in overall discretionary discipline referrals from the 2023-2024 school year. **Staff Responsible for Monitoring:** Principals & Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 5 - District Culture and Climate 5 - Perceptions 2 - District Organization 5

Strategy 4 Details

Strategy 4: Community service will be added as a disciplinary consequence at the NGC in an effort to reduce suspensions while also teaching the values of hard work and responsibility. Students will receive documented community service hours for the time served.

Strategy's Expected Result/Impact: A reduction in overall discretionary discipline referrals from the 2023-2024 school year.

Staff Responsible for Monitoring: Principals & Assistant Principals

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 5 - District Culture and Climate 5 - Perceptions 2 - District Organization 5

Goal 4: (2.3) Implement research-based evaluation systems that provide high-quality opportunities for employees to receive feedback and coaching.

Performance Objective 1: (2.3.1) Implement a goal-oriented evaluation system in multiple departments focusing on one departmental position evaluation linked to the strategic plan.

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

Strategy 1 Details
Strategy 1: Observation & feedback protocol will be adjusted to include a follow-up meeting and "10 Step" scripted dialogue and follow-up for each walkthrough in Algebra I, English I, & Biology. **Strategy's Expected Result/Impact:** Increased student-centered practices generating better classroom engagement and test scores commensurate with state averages. 80% of NGC teachers will earn at least "proficient" on 4/5 dimensions in the Instruction Domain of their formal T-Tess observation for the 2024-2025 school year. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, & Department Heads **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - Student Achievement 2

Goal 4: (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 Discipline with employees outlining expectations, training, and documentation processes.

Evaluation Data Sources: Implement Progressive Discipline models with 30% of employees.

Strategy 1 Details
Strategy 1: A uniform disciplinary write-up will be utilized when staff members are not abiding by expectations for NGC & district guidelines for students, such as: dress code, electronic device policy, AirPods, etc. **Strategy's Expected Result/Impact:** Better adherence to the NGC "Non-Negotiables by the NGC teaching staff. **Staff Responsible for Monitoring:** Principal & Assistant Principals **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Goal 5: (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: At the NGC's annual Fish Camp (July 27, 2024), we will host parent information sessions on grade and credit requirements, graduation plans, dress code, volunteer opportunities, PTSA, Skyward navigation, and advanced academic opportunities. **Strategy's Expected Result/Impact:** Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal & PFE Committee **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3
Strategy 2 Details
Strategy 2: During the NGC Open House event (August 26, 2024), several parent sessions will be held in an aim to educate parents on grade and credit requirements, graduation plans, dress code, volunteer opportunities, PTSA, Skyward navigation, and advanced academic opportunities. **Strategy's Expected Result/Impact:** Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, & PFE Committee **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3
Strategy 3 Details
Strategy 3: The NGC will host an AP Parent Night (October 9, 2024) for parents and students in which they will be informed of the opportunity and benefit of their student's participation in the AP exam. **Strategy's Expected Result/Impact:** Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal & PFE Committee **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Strategy 4 Details

Strategy 4: In the Spring of 2025 (, the NGC counselors will host an Advanced Academics Night to promote interest in the "Ready for Early Access to College in Hutto" (REACH) Program, the "Texas Bioscience Institute" (TBI) Program, the Dual Credit (DC), and the Advanced Placement (AP) program for students who are quality candidates or simply interested in learning about the programs.

Strategy's Expected Result/Impact: Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results.

Staff Responsible for Monitoring: Principal & PFE Committee

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Strategy 5 Details

Strategy 5: The NGC principal will host Parent/ Community "Table Talks" once a 6 Weeks to facilitate question & answer sessions, and generate collaboration with parents and stakeholders.

Strategy's Expected Result/Impact: Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results.

Staff Responsible for Monitoring: Principal

ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Goal 5: (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: A PFE Committee composed of administrators, counselors, teachers, and Parent-Teacher Association (PTA) representatives will be established in order to update the PFE Playbook and carry out its strategies and events. **Strategy's Expected Result/Impact:** A PFE Committee composed of administrators, counselors, teachers, and Parent-Teacher-Student Association (PTSA) representatives will be established in order to update the PFE Playbook and carry out its strategies and events. **Staff Responsible for Monitoring:** Principal & Assistant Principals **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3
Strategy 2 Details
Strategy 2: The NGC principal will host Parent/ Community "Table Talks" once a 6 Weeks to facilitate question & answer sessions, and generate collaboration with parents and stakeholders. **Strategy's Expected Result/Impact:** Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3
Strategy 3 Details
Strategy 3: The NGC principal and key communicator will ensure that the NGC's story is being told via a strong social media presence (webpage, Twitter, Facebook) weekly. **Strategy's Expected Result/Impact:** Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, & Key Communicator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Strategy 4 Details

Strategy 4: To boost participation in the PTSA and at parent events, weekly reminders via ParentSquare will be sent out aside from the Monthly Parent Newsletter.

Strategy's Expected Result/Impact: More engagement at PFE events resulting in improved EOY Parent Survey results.

Staff Responsible for Monitoring: Principal & PFE Committee

ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Goal 5: (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: All NGC teachers will be encouraged to use Parent Square or GoTo in order to make calls or daily texts to parents to keep them updated on progress and behavior rather than depending solely on emails. **Strategy's Expected Result/Impact:** Parents are better informed of grades and behaviors of their students resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and NGC Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3
Strategy 2 Details
Strategy 2: Using postcards, all NGC teachers will be expected to write two personal messages to two different students from their caseload at the conclusion of every faculty meeting. **Strategy's Expected Result/Impact:** More positive messages sent home resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, & NGC Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4
Strategy 3 Details
Strategy 3: The NGC principal will host Parent/ Community "Table Talks" once a 6 Weeks to facilitate question & answer sessions, and generate collaboration with parents and stakeholders. **Strategy's Expected Result/Impact:** Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Goal 6: (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: All NGC teachers will make individual contact with each of their student's families by contacting one section of their caseload every 6 Weeks. **Strategy's Expected Result/Impact:** Parents are better informed of grades and behaviors resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, & Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4

Goal 6: (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: The NGC principal will host Parent/ Community "Table Talks" once a 6 Weeks to facilitate question & answer sessions, and generate collaboration with parents and stakeholders. **Strategy's Expected Result/Impact:** Parents are better informed of policy and expectations resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Strategy 2 Details
Strategy 2: All NGC teachers will be encouraged to use Parent Square or GoTo in order to make calls or daily texts to parents to keep them updated on progress and behavior rather than depending solely on emails. **Strategy's Expected Result/Impact:** Parents are better informed of grades and behaviors of their students resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and NGC Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 - Family and Community Engagement 1 - District Organization 3

Strategy 3 Details
Strategy 3: Using postcards, all NGC teachers will be expected to write two personal messages to two different students from their caseload at the conclusion of every faculty meeting. **Strategy's Expected Result/Impact:** More positive messages sent home resulting in improved EOY Parent Survey results. **Staff Responsible for Monitoring:** Principal, Assistant Principals, & NGC Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 4 - District Culture and Climate 4 - District Organization 4