Hutto Independent School District

Veteran's Hill Elementary School

2024-2025 Campus Improvement Plan



Mission Statement

VHE Mission: We are a community of leaders who collaborate to inspire and empower others.

Vision

VHE Vision: Inspiring students, parents, staff, and community to reach their potential!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Veterans' Hill Elementary is a public school located in Round Rock, Texas in a growing community. Currently, the student population of Veterans' Hill Elementary is 654 students and the school serves grades PK-5. Veterans' Hill Elementary has a diverse population of students that has grown since the beginning of the school year by about 62 students. We have a low male population of teachers with only 6 on teaching staff, whereas 46 are female instructional staff. Our teaching staff is a majority Hispanic staff at 48%, then White at 46%, African American at 5%, and Asian at 1%.

The Veterans' Hill Elementary stakeholders include campus administrators, teachers, parents/guardians, community, and business representatives. The school community members were included in the planning process as contributing partners through the PTA, Campus Advisory Committee meetings, Parent Square Surveys, Hanover Climate Survey, and through the Family Culture Fair.

The special programs at VHE align with the needs and desires of our students, along with the philosophy and beliefs of our teachers and administrators. In the GT program, there were a total of 60 students being served in the year 23-24. After assessing 78 students during this year and not counting the students moving to middle school there is an expectancy of 72 students to be serviced in this program this year (24-25). In the Sped program, a total of 139 students were served this past year (23-24). The BaSE program served 15 in the 23-24 school year. In 2023-2024, there were 36 students identified as dyslexic out of 654 students. Dyslexic students account for 5% of our population. VHE will start the 24-25 school year with 26 students receiving dyslexia services. That does not include the students who will be tested during the summer. Hutto ISD follows procedures in identifying and providing resources to students identified under the McKinney Vento Act. Such services include but are not limited to transportation, providing school supplies, free lunch, assistance with emergency food, enrollment assistance, basic needs, and mental health support services.

The overall discipline referral rate decreased from the 2022-2023 to the 2023-2024 school year. Veterans’ Hill Elementary had approximately 127 office referrals made in 2023-2024. There were a total of 51 students with discipline referrals.

For the 23-24 school year, VHE had 95.17% Attendance. Campus administration and the registrar identify students with chronic absences. Some of the practices in place to address these issues include, but are not limited to: attendance meetings with parent/guardian, attendance contracts, Parent and Family Engagement support, referrals to community resources, referrals to campus support, and filing truancy.

We are fortunate to live in such a prestigious area. Hutto was named one of the 2017 Best Suburbs for Millennials in Austin Metro. With its low student-to-teacher ratios, low crime rate, and a short commute to Austin, Hutto is easily one of the best places to raise a family in Texas.

Demographics Strengths

Veterans’ Hill Elementary stands out for its implementation of a two-way dual language enrichment model, fostering bilingualism and biliteracy among students. The school is characterized by its diverse student body, with significant representation from Hispanic (50.9%), White (24.3%), African-American (10.2%), Asian (8.9%), Pacific Islander (0.3%), and multiracial (5.4%) communities. The school has successfully reduced the number of discipline referrals compared to the previous year, indicating an improvement in student behavior and school climate. An active attendance committee plays a crucial role in maintaining high attendance rates by reaching out to families with chronic absences, resulting in the highest attendance rate among all elementary campuses in Hutto ISD. Additionally, the growing Hutto community is bringing in more families with school-aged children, contributing to the school's dynamic and expanding population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our staff population is primarily female, not giving our male students sufficient representation. **Root Cause:** Male teacher recruitment is low on elementary campuses throughout the district.

Student Learning

Student Learning Summary

At Veterans' Hill Elementary, we believe it is our job to help students reach their highest potential. It is our job to meet the needs of both high-achieving and struggling students. When students meet/exceed grade-level standards, it is our responsibility to challenge and extend their learning to higher-level thinking, and apply real-world application. WIN time (What I Need Time) or Intervention time provides acceleration/enrichment opportunities for our GT and high achieving students, and intervention for our struggling students. When students struggle, it is our responsibility to provide intervention through small group instruction, reteaching, technology intervention, and filling any other conceptual gaps.

We utliize a variety of different techniques to provide student with the supports they need to achieve academic success. Our district curriculum framework incorporates the 5 important pillars prioritizing Assessment/DDI, Personalized Instruction, Student Agency, Rigor, and Relationships. Additionally, grades 3-5 implement the Blended Learning program.

The Response to Intervention process and committee are in place to support students who struggle. The RTI committee identifies and plans interventions for students needing support. Our intervention time provides a designated time for staff to work with students in small groups, without students missing core instructional minutes. Teachers provide additional support during regular core classes to implement Tier 1 and Tier 2 interventions. Additional support is also provided through intervention teachers pushing in and pulling out, Dyslexia teacher pull-out, Special Education support, and intervention programs including LLI, Istation, and Lexia.

Student Learning Strengths

Our strengths lie in our consistent performance, matching both the district and state standards on the STAAR assessments for the 2023-2024 academic year. This success comes from our Response to Intervention (RTI) program, characterized by regular meetings, clear expectations, and a streamlined process for requesting support. We also offer multiple opportunities to cater to the diverse needs of our students, including interventions, support for dyslexia, gifted and talented (GT) programs, after-school tutoring, WIN time, and inclusive education resources. Our 5th-grade reading results from the previous year surpassed both district and state averages. There is a visible upward trend in both reading and math proficiency across various grade levels, indicating our commitment to continuous improvement and academic excellence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Tier 2 progress monitoring tools and intervention resources are not easily accessible. **Root Cause:** Processes and resource availability are frontloaded at the beginning of the year.

Problem Statement 2: Low percentage of students earning Meets and Masters ratings on STAAR. **Root Cause:** Rigor of district resources and classroom instruction is not aligned with the rigor of the STAAR test.

School Processes & Programs

School Processes & Programs Summary

Significant safety systems are in place at VHE, regularly reevaluated to address new concerns, and issues that arise are being met, and addressed with staff to ensure protocols are understood and followed consistently and efficiently throughout the year in order to ensure safety for our school community. Hutto ISD offers competitive benefits and salaries as well as opportunities for stipends and bonuses. Roles and responsibilities are clear for Hutto ISD employees. Overall Hutto ISD staff members are satisfied with their job and workplace but feel as though their workload is not appropriate for their position. The campus provides teachers with professional development in different ways including weekly PLCs, lunch and learns, monthly faculty meetings, and peer observations. Teachers have the option of attending PD outside of the campus per principal approval. New or struggling teachers are offered support from their team leads, mentor teachers, instructional coaches, and during weekly team meetings and PLCs. Stakeholders are able to be involved with the CIP/CNA process through survey data and signing up for CNA groups.

Overall the systems in place that the district offers to address needs and track progress for RTI and screeners are mClass, Renaissance, IA's, and DRA. If a student needs to be moved through the tiers, an SST meeting must be held so the RTI committee can review. The Renaissance and mClass screeners provide teachers with valuable data. Consistency is critical to meeting established goals; creating, maintaining, and completing systems to achieve them is essential. Students are given opportunities to meet challenging state academic standards through the use of our strong research-based curriculum, including STEMscopes and HMH. Students are given opportunities to meet high expectations through the use of blended learning in grades 3-5, our intervention hour (WIN time), and our gifted and talented BLAST program. Students at risk have additional needs met through HB4545 instruction, tutoring, and our additional day school year program. The lesson plans that are completed are data-driven through the use of formative assessments and interventions are utilized. We protect and maximize our instructional time by adhering to required instructional minutes with fidelity, utilizing technology and high quality instructional resources. We are constantly working on improving our SEL programs such as Leader In Me and Restorative Discipline to ensure that our vision, mission, goals, and values are aligned.

Demographics show that Hispanic/White are the largest population groups for both the campus (VHE) as a whole and in the GT program. The 2nd Grade GT CoGAT screener is a tool used to help identify gifted students that may not have a parent or teacher advocate. Veterans' Hill Elementary discipline data reflect that most of the discipline occurs with males in 3rd and 5th grade. Teachers use a variety of discipline and behavior charts and techniques to help students cope with any social and emotional needs. VHE integrates CTE with our counselor teaching careers in guidance lessons, holding an annual career fair that parents can attend to showcase what they do, wearing college t-shirts on the first Wednesday of the month, and displaying career posters in the hallway.

School Processes & Programs Strengths

Veterans' Hill Elementary School demonstrates several strengths in prioritizing safety measures, including diligent door checks, involvement of staff and students in safety protocols, and the use of safety film on glass. Professional development (PD) offerings are diverse, encompassing areas like addressing low student performance through Data-Driven Instruction (DDI), Professional Learning Communities (PLC), Response to Intervention (RTI), tutoring, blended learning, and restorative discipline. Students have opportunities to be involved in their learning processes through Leader in Me data tracking and leadership opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers do not feel supported with current PD practices. **Root Cause:** Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources.

Problem Statement 2: Disruptive student behaviors reduce the instructional time in the classroom. **Root Cause:** Discipline practices are not consistent across classrooms, teachers lack behavior management strategies, and guidance lessons/SEL programs are not tailored to student needs.

Perceptions

Perceptions Summary

Overall, our students and staff feel safe and welcome on our campus. We work together well and support our teams. The new teachers who came to us this year have received mentoring from an assigned teacher to answer questions and offer guidance to help with the transition to Hutto ISD and VHE.

This is Year 2 of our implementation of Leader in Me. Students learn the 7 Habits of Highly Effective People via an online curriculum. Students earn Hippo Leader Tickets by displaying the 7 habits throughout the day, and at the end of each 9 weeks two students from each class are honored for exhibiting the habits of the month. We continue to use restorative circles when necessary. Additionally, teachers meet students at the door for morning greetings and to gauge their frame of mind prior to students entering the classroom. Students pick the type of greeting they would like as they enter. Calming corners/safe spaces are also established in every classroom.

VHE offers small groups to grades K-5. Students struggling or showing signs of needing intervention socially & emotionally are able to get the help they need in a safe space and take what they've learned back to the classroom. A variety of topics are covered such as boundaries, anger management skills, self-esteem, friendship skills, problem-solving skills, and communication.

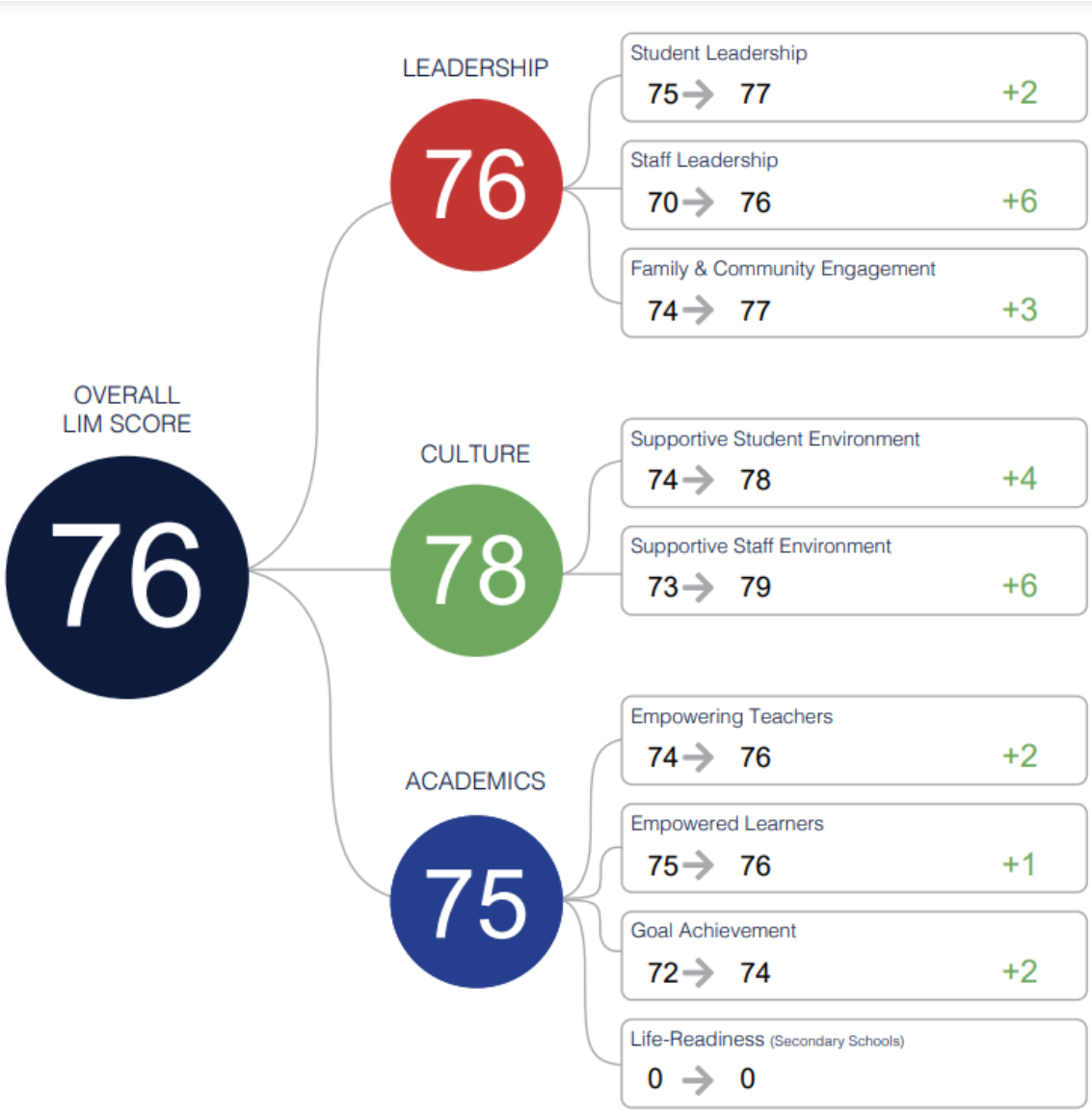
Parents are encouraged to participate in their child's learning by joining PTA, volunteering as a WatchDog, or seeking other volunteer opportunities. The VHE PTA successfully hosts the following events each year; Trunk or Treat, Kite Festival, Glow Dance, Veterans' Day Celebration, in-person Holiday Gift Shoppe, multiple spirit nights, staff appreciation treats, STAAR snacks, and breakfast for 5th Graders' Last Day of School. Veterans' Hill Elementary also hosts several family events including Meet the Teacher Night, Hispanic Heritage Night, Grade Level music performances, Literacy Night, and a Multicultural Fair. Veterans' Hill Elementary publicly posts information on the following sources: the Veterans' Hill web page, VHE PTA Facebook, and the VHE Facebook page.

During the 23-24 school year, the campus held both in-person and virtual award ceremonies at the end of every 9-week period. Parents and community members were invited to congratulate student success. The awards were perfect attendance, A/AB Honor Roll, Math/Reading Growth awards and the Leader in Me accolades.

Perceptions Strengths

The following strengths underscore VHE's commitment to fostering an inclusive, supportive, and engaging educational environment. Students feel safe and supported in school. Additionally, teachers feel supported by their colleagues and team leads. This has led to a strong school climate where everyone is accountable for all students and takes initiative to support one another. Students and staff set goals, track goal progress, and celebrate goal achievement. The VHE community is very involved in volunteering and attending parent events.

On the 23-24 MRA (Measurable Results Assessment), VHE yielded improvements in all areas (see below). However, most notably, we improved in the areas of Staff Leadership and Supportive Student/Staff Environment. Family engagement, school climate, and staff voice were the highest rated sub-areas of the survey.



Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all SPED student having their minutes fully met. **Root Cause:** Shortage of SPED staff.

Problem Statement 2: Teachers need more planning time. **Root Cause:** Teacher time used inefficiently (i.e. morning duty, PLCs, etc..)

Problem Statement 3: Teachers need more behavior support and students need more SEL support. **Root Cause:** Insufficient SEL/counseling program

Goals

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

Performance Objective 1: (1.1.1) Students in 1st-5th 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: Implement a school-wide math fluency program. **Strategy's Expected Result/Impact:** Students will master basic math facts and perform better on math fluency and problem-solving. **Staff Responsible for Monitoring:** Teachers and Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2
Strategy 2 Details
Strategy 2: Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, focusing on closing achievement gaps and supporting student progress. **Strategy's Expected Result/Impact:** Academically fragile student groups will be appropriately supported and show growth. **Staff Responsible for Monitoring:** Interventionist and classroom teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2

Strategy 3 Details

Strategy 3: Campus teachers will participate in Professional Learning Communities (PLCs) focused on a variety of topics including professional development, backwards design, planning, and data driven instructional practices.

Strategy's Expected Result/Impact: Increase in teacher learning, collaboration and effectiveness. Improve instructional practices and academic student outcomes

Staff Responsible for Monitoring: Administration, Instructional Coach, Classroom Teachers

Title I:
2.4, 2.6

- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

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

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

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

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

Strategy 1 Details

Strategy 1: Provide professional development on differentiation and implementation of accommodations so teachers can meet the needs of students of all ability levels.

Strategy's Expected Result/Impact: Staff will implement differentiation strategies and accommodations effectively in the classroom.

Staff Responsible for Monitoring: Admin, Team Leaders, Leadership Team

Title I:
2.4, 2.5

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1 - Perceptions 3

Strategy 2 Details

Strategy 2: Provide after-school tutoring to at-risk students and to students who have failed the previous year's STAAR test.

Strategy's Expected Result/Impact: Students will successfully master the current year's STAAR test.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

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

Problem Statements: Student Learning 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: VHE students will create math and/or reading goals based on student need and progress monitor the goals by means of student leadership binders. Parents will be informed of current student progress and student goals. **Strategy's Expected Result/Impact:** Students will take more ownership in their own progress and learning gaps will be minimized. **Staff Responsible for Monitoring:** Classroom teachers, Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 2
Strategy 2 Details
Strategy 2: Provide 100% of VHE teachers the opportunity to observe a peer at least once this school year. **Strategy's Expected Result/Impact:** Teachers will gain new instructional methods/strategies that they can implement in their classrooms. **Staff Responsible for Monitoring:** Administration. **Title I:** 2.5 **- ESF Levers:** Lever 5: Effective Instruction

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

Performance Objective 1: (1.2.2) 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: Increase availability of instructional resources and trainings for DL teachers and students. **Strategy's Expected Result/Impact:** Teachers will have access to bilingual resources and training. Students will have access to more books and develop a love of literacy. Students will make greater gains in reading progress. **Staff Responsible for Monitoring:** Administration, District Librarians **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Performance Objective 2: (1.2.3) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level.

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

Strategy 1 Details
Strategy 1: VHE teachers in grades 3-5 will implement TEKS bins to provide differentiated assignments for students. **Strategy's Expected Result/Impact:** Students will receive assignments at their independent level. **Staff Responsible for Monitoring:** Teachers and IC **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 1: (1.3.2) Students in grade 3 will increase in the percentage of students achieving at 'meets' or higher on reading and math STAAR assessments.

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

Strategy 1 Details
Strategy 1: VHE teachers in grades 3-5 will implement TEKS bins to provide differentiated assignments for students. **Strategy's Expected Result/Impact:** Students will receive assignments at their independent level. **Staff Responsible for Monitoring:** Teachers and IC **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

Strategy 2 Details
Strategy 2: 3rd Grade teachers will design common formative assessments to assess mastery of skills and conduct DDI meetings to ensure that all students are growing academically. **Strategy's Expected Result/Impact:** STAAR Performance Rates by 3rd grade at Meets Grade Level or Above will increase from 38% to 45%. **Staff Responsible for Monitoring:** Admin, IC, teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 3: (1.3) Increase grade level readiness percentage for foundational literacy & numeracy.

Performance Objective 2: (1.3.3) Students in Kindergarten will increase the percentage of students attaining grade level readiness on MClass.

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

Strategy 1 Details
Strategy 1: Kindergarten teachers will utilize the individualized mClass resources in small groups. **Strategy's Expected Result/Impact:** Students will receive personalized instruction at their level. **Staff Responsible for Monitoring:** Admin, IC, teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2

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

Performance Objective 1: (1.4.1) Student overall engagement scores will increase on student surveys.

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

Strategy 1 Details
Strategy 1: Hire a Science Instructional Aide to help teachers plan, design, prep, and co-teach science lab experiments. **Strategy's Expected Result/Impact:** Students will be more engaged with the curriculum and have a more holistic school experience. **Staff Responsible for Monitoring:** Instructional Coach, Science Lead, Administration **Title I:** 2.5, 2.6 **Problem Statements:** Student Learning 2 - Perceptions 2
Strategy 2 Details
Strategy 2: Provide K-5 teachers with GT training and instructional resources to better service GT students in the general education setting. **Strategy's Expected Result/Impact:** Enrichment of the learning experience for GT students **Staff Responsible for Monitoring:** GT Teacher, Administration **Problem Statements:** School Processes & Programs 1
Strategy 3 Details
Strategy 3: Offer students participation options in Robotics, Ballet Folklorico, Student Council, Shine Squad, Music Ensemble, Chess and UIL teams. **Strategy's Expected Result/Impact:** Increased student engagement **Staff Responsible for Monitoring:** Admin **ESF Levers:** Lever 3: Positive School Culture

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

Performance Objective 2: (1.4.2) Special education students attaining meets or higher will increase in reading and math on STAAR assessment (Domain 3).

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

Strategy 1 Details
Strategy 1: Provide K-5 teachers with SPED training and instructional resources to better service SPED students in the general education setting **Strategy's Expected Result/Impact:** Enrichment of the learning experience for SPED students **Staff Responsible for Monitoring:** SPED teachers, Admin **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1
Strategy 2 Details
Strategy 2: Increase availability of instructional resources and trainings for SPED teachers and students. **Strategy's Expected Result/Impact:** Teachers will have access to bilingual resources and training. Students will have access to more books and develop a love of literacy. Students will make greater gains in reading progress. **Staff Responsible for Monitoring:** Administration, District Librarians **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

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

Strategy 1 Details
Strategy 1: Utilize Restorative Discipline Practices (greeting students, check-in circles, restorative circles, cool-down areas, and student mentors) consistently in classrooms. **Strategy's Expected Result/Impact:** Discipline referrals will decrease as a result of strong relationships between staff and students. **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1 - School Processes & Programs 2 - Perceptions 3

Strategy 2 Details
Strategy 2: Distribute Hippo Leader Tickets to students utilizing the 7 Habits and/or following the Hippo Way in class and throughout the building. Tickets will be drawn weekly, and student names will be announced. Grade levels with the most tickets will receive an incentive each nine weeks. **Strategy's Expected Result/Impact:** Students will be reinforced for the 7 Habits and/or following the Hippo Way and be involved in fewer discipline infractions. **Staff Responsible for Monitoring:** Teachers Administration Hippo Way Committee **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2

Strategy 3 Details

Strategy 3: Implement the Leader in Me lessons to teach the 7 habits, character traits, good citizenship, as well as, anti-bullying.

Strategy's Expected Result/Impact: Students will demonstrate positive character traits.

Staff Responsible for Monitoring: Counselor, Administration

Title I:
2.5, 2.6

- ESF Levers:
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Strategy 4 Details

Strategy 4: Train staff on the Leader in Me online resources to implement the 7 Habits of Highly Effective Kids in the classroom. Train staff on Core 3 module of Leader in Me implementation.

Strategy's Expected Result/Impact: Increased student/teacher relationships and decreased the number of discipline referrals

Staff Responsible for Monitoring: Admin and teacher leaders (Lighthouse Team members)

TEA Priorities:
Recruit, support, retain teachers and principals

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

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

Performance Objective 1: (2.2.3) Use surveys and data such as Culture Surveys; Equity Walks; Exit Surveys; Retention Data; and Stay Interviews to assess, monitor, and increase department and campus culture.

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

Strategy 1 Details
Strategy 1: Offer lunch and learn opportunities quarterly. **Strategy's Expected Result/Impact:** Differentiated PD offered to teachers. **Staff Responsible for Monitoring:** Instructional Leadership team **Problem Statements:** School Processes & Programs 1

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

Performance Objective 1: (2.3.1) Implement a goal-oriented evaluation system that focuses on Hutto ISD four-cornerstones of success, which include 1- Efficient and Positive Classroom Management, 2- Positive Teacher and Student Relationships, 3-Aligned and Rigorous Learning Objectives, and 4- Rigorous and Engaging Teacher Model.

Evaluation Data Sources: Campus cornerstone evaluation tool data.
Observation and feedback data that shows 100% of teachers implement feedback.

Strategy 1 Details
Strategy 1: Communicate, Train, and Review expectations regarding the 4 cornerstones in the fall. 75% of teachers will demonstrate evidence of implementation of the 4 Cornerstones by Dec 2025. **Strategy's Expected Result/Impact:** High quality Tier 1 instruction leading to desired student outcomes. **Staff Responsible for Monitoring:** Admin, IC, GLL **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Goal 7: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1: 3.1.1 Increase the number of high-level engagement activities hosted by campuses (utilizing a rubric of high-level engagement for parents)

Evaluation Data Sources: Campuses offer at least 4 high-level engagement and learning opportunities for parents.

Strategy 1 Details
Strategy 1: We will offer quarterly parent engagement sessions with the principal for parents and families. **Strategy's Expected Result/Impact:** Families will feel connected to the school and school leadership team. **Staff Responsible for Monitoring:** Campus Leadership Team. **TEA Priorities:** Improve low-performing schools
Strategy 2 Details
Strategy 2: Promote literacy amongst the Spanish-speaking community by hosting the Latino Literacy program. **Strategy's Expected Result/Impact:** Increased parent involvement and increased literacy rates of the Spanish-speaking community **Staff Responsible for Monitoring:** Teachers - Guerrero, Guerra, and Zonou
Strategy 3 Details
Strategy 3: VHE staff will display physical artifacts such as flags, work samples, and parent created bulletin boards that represent our cultures. **Strategy's Expected Result/Impact:** This will improve representation of our families' cultures and aid in inclusivity, diversity, and equity. **Staff Responsible for Monitoring:** Administration and VHE Staff **Title I:** 2.5, 4.2 **- ESF Levers:** Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: VHE will host a multicultural fair in the fall semester to showcase and highlight our represented cultures.

Strategy's Expected Result/Impact: This will build awareness and community among staff, students, and families.

Staff Responsible for Monitoring: Administration and VHE Staff

Title I:
4.2

- ESF Levers:
Lever 3: Positive School Culture

Goal 7: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 2: 3.1.2 Parent perception survey shows an increase in parent/guardian trust in school and district.

Evaluation Data Sources: Increase parent positive perception survey data (baseline in 24-25).

Strategy 1 Details
Strategy 1: Conduct fall parent conferences with all parents and spring conferences with struggling and below-level students. **Strategy's Expected Result/Impact:** Communicate student progress and/or needs with parents/guardians and strengthen parental and family involvement in the educational process. **Staff Responsible for Monitoring:** Teachers, Administration **Title I:** 2.4, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math

Strategy 2 Details
Strategy 2: Monitor student attendance weekly and reach out to parents/families regarding attendance issues. Teachers will communicate with students who are absent and campus attendance committee will meet biweekly to monitor attendance and communicate with families. **Strategy's Expected Result/Impact:** Chronic absenteeism will decrease. **Staff Responsible for Monitoring:** Principal Registrar Assistant Principal Counselor **Title I:** 2.5, 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details
Strategy 3: We will promote parent volunteers by providing parents with a volunteer Sign Up Genius in the biweekly VHE Bulletin. **Strategy's Expected Result/Impact:** Increase parent volunteering by 25%. **Staff Responsible for Monitoring:** VHE administration

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

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

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

Strategy 1 Details
Strategy 1: VHE Staff will make 1 positive contact for each student in their homeroom class per 9 weeks. **Strategy's Expected Result/Impact:** This will build a positive rapport between staff and families. **Staff Responsible for Monitoring:** VHE Staff and Administration **Title I:** 2.6, 4.2 **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Ensure communication between school and families when a student is involved in any incident that provokes action on the part of VHE administration **Strategy's Expected Result/Impact:** Increase communication. Open lines of communication between families and administration. **Staff Responsible for Monitoring:** VHE Administration

Title I Personnel

Name	Position	Program	FTE
Brittany Alcaraz	Title I Aide	Title I	1