Hutto Independent School District

Hutto Virtual Academy

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

River Horse Academy provides individualized pathways for students to achieve personal excellence in learning, life, character, & career.

Hutto Virtual Academy provides individualized pathways and flexibility to students and families who have unique academic goals or needs that may better be supported in a self-directed virtual learning environment.

The Disciplinary Alternative Education Program provides individualized pathways for students to choose a positive future

Vision

River Horse Academy, Hutto Virtual Academy, and the Disciplinary Alternative Education Program inspire all students to achieve excellence in academics, character & community by building lifelong learners through relevant and individualized instructional methods.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Overall, RHA is making a difference in engaging students who are at risk of dropping out. RHA is transitioning from a dropout prevention program to a "School of Choice" which also offers a virtual option (Hutto ISD Virtual Academy) in order to serve a larger population of the students at Hutto ISD. RHA aspires to serve more than at-risk students; offering an individualized graduation pathway for acceleration which will help widen the scope of RHA's influence.

Though RHA had 5 dropouts or withdrew for the 22-23 school year, 84 students completed their high school diploma to graduate with HHS.

Demographics

Demographics Summary

River Horse Academy (RHA) is an alternative setting for secondary Hutto ISD (HISD) students. RHA serves HISD students through three primary purposes:

1) dropout prevention;

2) offer an alternative setting for students whose needs and/or life circumstances warrant an alternate setting with increased individual attention;

3) offer the opportunity to graduate early.

Using an online platform called Edgenuity, students are able to earn credits at an accelerated pace to graduate on time with their cohort, return to Hutto High School in good standing in order to participate in extracurriculars or graduate early to pursue life and career opportunities. RHA also incorporates 'blended learning' methods through direct teacher instruction and an abbreviated form of Project Based Learning (PBL). Blended Learning and PBL strategies reinforce online learning to make the learning experience more meaningful, relevant, and authentic to the student.

At RHA, students follow a traditional eight-hour day schedule, but schedules and rotations are customized based on individual student needs. Students will be supported in the classrooms, but will also have time to sit in RHA's Study Hall when support from the classroom is not required and students maintain their academic progress. Each classroom at RHA offers flexible seating and a low student-teacher ratio making it the ideal environment for students who are in need of an alternative setting. In addition to the eight-hour day, RHA also offers a flexible schedule in the form of an AM cohort which students can earn once they achieve a particular milestone of credit completions and daily academic progress. This flexible schedule allows students to seek employment opportunities or assist their families while completing their academic careers.

RHA serves students in grades 9-12 (these students are classified by credits rather than years in high school) currently enrolled in Hutto ISD. We have a culturally diverse and at-risk student population. The demographic population of our students changes throughout the year as students enter and graduate RHA through the accelerated pathway.

Since RHA is an alternative school, RHA must maintain a population of 75% at-risk.

Demographics Strengths

Our campus has a diverse population. Outside of Hispanic males, there aren't any other ethnic sub-populations overrepresented at RHA. Even though we over-represent Hispanic males, our students' diverse needs are being met via the teacher-mentor system. Teachers visit and talk with our students on a daily basis and are aware of the mentees' academic progress, social integration, and personal needs. In 2022-2023, Hutto ISD Virtual Academy became part of RHA. HVA adds approximately 40 students to the RHA demographics to start the year. HVA became its own entity in the 2023-2024 School Year with a capacity of 45 additional students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of the teaching staff are not comparable to the demographics of the student population. **Root Cause:** Teaching positions are filled based on job description, work experience, and quality of resume; due to Title IX, ethnicity is not considered when screening candidates.

Problem Statement 2: There are not elective opportunities available to RHA and HVA Students **Root Cause:** Support staff have limited certifications.

Student Learning

Student Learning Summary

RHA has graduated more than 643 students in the past 15 years. The graduation rate each year tends to fluctuate with no apparent trend; however, the overall number of graduates is consistently climbing to match the increasing need for RHA from at-risk students. The average number of graduates over the last six years tends to remain around 57 total graduates.

During the 2022-2023 school year, RHA operated with a principal, principal secretary, counselor, instructional aide, and 5 teachers, who utilized one-on-one instruction and a self-paced online curriculum called Edgenuity as the backbone of instruction for student learning. The curriculum is able to be accessed from home and school and is used to accelerate learning in order to recover credits. In addition, instruction incorporated elements of Blended Learning such as the incorporation of Project-Based Learning (mini-projects) and direct-teacher instruction for certain units in Edgenuity. Teachers used data and previous knowledge to determine which concepts were difficult for students to master; teachers then created alternative lessons or projects for those concepts.

Another addition to instruction is the implementation of writing across the classroom. Our English teacher has developed a paragraph format and writing rubric that corresponds to the paragraph format within the expository and persuasive essays of the English I & II EOCs. Teachers in all subjects teach this writing structure for short-answer responses which are used as exit tickets for lessons. This practice ensures that writing is supported across the curriculum.

For scheduling, RHA continues to utilize an 8-hour day schedule complete with support in all core classes even though students are only required to be on campus for half a day. Students are expected to attend core classes with students who are working on the same coursework. Allotting this time together, students are expected to support one another through collaborative work. EOC classes are embedded into the day to satisfy the HB 4545 requirement; however, these classes will remain embedded moving into next year. Some students are permitted to attend the AM Cohort which is a 4-hour instructional day; however, this must be earned. Only students who have earned 18 credits, have completed 3 EOCS, and have demonstrated a good track record of work are permitted this privilege. In addition, students can attend the PM Cohort as well by meeting the same standards. Last, some students are allotted the privilege of making their own schedule; this is reserved for students who exceed expectations in attendance, performance, behavior, and character.

In regards to student agency, students are expected to maintain a daily progress tracker and a Personal Pathway to Graduation (PP2G). The progress tracker is used daily so that students can create daily goals and track their progress towards these goals by measuring percentages completed in each class. This tracker is checked daily by each student's mentor teacher before the student leaves for the day. The PP2G is used so that the student's pathway to graduation is outlined with the student's remaining courses, EOCS, and other requirements. Students are expected to track this information and update it as they complete courses.

Student Learning Strengths

Our students come to RHA from 1 to 3 years behind in credits and facing various life circumstances from homelessness to teenage pregnancy. Our students find their inner strength and graduate despite their many obstacles. Our students also come to us without having been successful on their EOCs. Once they are students at RHA, they pass their EOCs with the help of our embedded EOC classes or are able to supplement some EOCs via IGCs. In addition, students are given opportunities to obtain at least one CCMR indicator through the use of CP English & CP Math. All RHA graduates complete their FAFSA and Apply Texas. Also, prior to leaving RHA, students are encouraged to leave RHA with a post-secondary plan.

At RHA, students benefit from a low student-to-teacher ratio (1:15), and special population students' needs are met by both an on-site SPED teacher and an on-site counselor. In addition, the incorporation of Blended Learning into the curriculum has RHA ahead of the majority of the district in this initiative. With the incorporation of the Personal Pathway to Graduation document (PP2G) students were given the ability and the initiative to track their own progress and learning towards the completion of their graduation plan.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Whether due to administrative withdrawal, relocating, or withdrawing to focus on employment, 5 students dropped out of RHA in the 2023-20234 school year. **Root Cause:** Limited accountability from court systems to support local schools in holding students accountable for attendance.

Problem Statement 2: Less than 55% of the student population at RHA earned a documented CCMR indicator in the 2023-2024 school year. **Root Cause:** Students are not at a level in numeracy and literacy which results in their inability to pass the TSI or CPM.

School Processes & Programs

School Processes & Programs Summary

River Horse Academy (RHA) is an alternative setting for secondary Hutto ISD (HISD) students. RHA serves HISD students through three primary purposes: 1) dropout prevention; 2) offer an alternative setting for students whose needs and/or life circumstances warrant an alternate setting with increased individual attention; & 3) offer the opportunity to graduate early. Using an online platform called Edgenuity, students are able to earn credits at an accelerated pace to graduate on time with their cohort, return to Hutto High School in good standing in order to participate in extracurriculars or graduate early to pursue life and career opportunities. RHA also incorporates 'blended learning' methods through direct teacher instruction and an abbreviated form of Project Based Learning (PBL). These strategies are used to reinforce online learning to make the learning experience more meaningful, relevant, and authentic to the student. In DAEP, we serve both elementary and secondary students; the academic and behavioral needs of these students are also addressed through small group instruction and our character education program. The social and emotional learning needs of students in both programs are addressed by our campus counselor.

At RHA, students follow a traditional eight-hour day schedule, but schedules and rotations are customized based on individual student needs. Students will be supported in the classrooms, but will also have time to sit in RHA's Study Hall when support from the classroom is not required. Each classroom at RHA offers flexible seating and a low student-teacher ratio making it the ideal environment for students who are in need of an alternative setting. In addition to the eight-hour day, RHA also offers a flexible schedule in the form of an AM cohort which students can earn once they achieve a certain milestone of credit completions. This flexible schedule allows students to seek employment opportunities or assist their families while completing their academic careers.

At RHA the focus is on students rather than systems and procedures. All students are provided with resources to meet their academic, behavioral, social, and emotional needs including a mentor-teacher system which creates a 15:1 student-teacher ratio and an instructional approach using Blended Learning. This approach allows students to operate at an accelerated pace combined with the support of collaborative work, direct-teach support, and Project-Based Learning. Procedural demands which force students to adapt are kept to a minimum; instead, our procedures and routines are built around our students including the master schedule. RHA's master schedule is designed around a Blended Learning approach called the Flex Model; this approach allows students to operate on a schedule unique to them and their individual academic needs. In addition, our campus is a place of mutual respect; with our RHA students, a culture has been created where students feel welcome and are taught they can succeed despite their past and current life circumstances. Students are taught that they have the power to change their current situation through fortitude and determination. Last, we are committed to ensuring our students are provided with information on post-secondary options, life skills, and having a plan after graduation.

RHA serves students who are behind in credits, at risk of not graduating, are young parents, in need of an alternate educational setting (including a virtual setting), and those who have experienced unusual life circumstances. Students with the aforementioned barriers to graduation benefit from a non-traditional approach to learning which is offered at RHA. Our non-traditional approach to learning is characterized by a great deal of attention given to our student’s social and emotional learning needs combined with an innovative instructional model which incorporates Blended Learning. In addition, the social and emotional learning needs of students at RHA are addressed by our campus counselor as well.

In the 2022-2023 school year, RHA added the Hutto ISD Virtual Academy to its list of services and programs. The HVA is designed to offer flexibility to students and families who have unique academic goals and learning needs that do not fit within a traditional 8-hour school day. The goal of the HVA is to utilize innovation to create flexibility. In order to do this, the HVA seeks to provide individualized attention through a mentor system and online learning platform while offering additional opportunities through innovative scheduling which allows students to operate between virtual and hybrid learning modalities. Through these offerings at the HVA, Hutto ISD aspires to become the "premier choice in education" through innovation.

RHA students are issued Chromebooks which students are encouraged to take home with them each day. In addition, RHA has spare Chromebooks and charges to lend out to students who may have technical issues or need to charge their devices to continue instruction. In addition to Chromebooks as instructional tools, each room is equipped with a ClearTouch Panel to enhance lessons or mirror both the teachers' and students' Chromebooks.

School Processes & Programs Strengths

The RHA program is small and has a low teacher-student ratio which allows personal relationships between students and teachers to be developed. These relationships allow for individualized attention to be given to students' academic, social, and behavioral needs. RHA puts individual graduation plans (PP2Gs) in place for each student; these action plans help RHA staff to identify and organize a range of services and supports a student might need to achieve academic success. RHA has flexibility in scheduling with the Optional Flexible School Day Program; this is crucial for students who need to work or take care of other responsibilities while enrolled in school. This combined with the 8 hours of support will be integral in serving a wide range of learners and needs. RHA has academic, career, and life counseling/support to keep students on track and customize academic offerings to suit their needs and interests. RHA is a competency-based program that allows flexibility in the time it takes each student to master content, which is essential for students who are behind or who need an accelerated curriculum. This program also allows students to progress and learn at their own pace with guidance and encouragement from RHA staff. DAEP students complete their core courses in Edgenuity while elective teachers send work through Canvas or Google Classroom.

The 1:1 ratio allows students the freedom to work at their pace while the ClearTouch panels allow teachers to extend learning and monitor the students on DyKnow.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of student and staff participation in school/club-sponsored events. **Root Cause:** Increase in Student apathy towards being in school

Problem Statement 2: RHA had 5 students drop out in the 2023-2024 school year. **Root Cause:** Lack of support from the court system to support local schools.

Problem Statement 3: Students are finding ways to access applications that are usually blocked by Dyknow. **Root Cause:** Increased awareness and knowledge of computer applications which surpass the knowledge of the teachers.

Perceptions

Perceptions Summary

River Horse Academy (RHA) is an alternative setting for secondary Hutto ISD (HISD) students. RHA serves HISD students through three primary purposes:
1) dropout prevention;
2) offer an alternative setting for students whose needs and/or life circumstances warrant an alternate setting with increased individual attention;
3) offer the opportunity to graduate early.
Using an online platform called Edgenuity, students are able to earn credits at an accelerated pace to graduate on time with their cohort, return to Hutto High School in good standing in order to participate in extracurriculars or graduate early to pursue life and career opportunities. RHA also incorporates 'blended learning' methods through direct teacher instruction and an abbreviated form of Project Based Learning (PBL). These strategies are used to reinforce online learning to make the learning experience more meaningful, relevant, and authentic to the student.

At RHA, students follow a traditional eight-hour day schedule, but schedules and rotations are customized based on individual student needs. Students will be supported in the classrooms, but will also have time to sit in RHA's Study Hall when support from the classroom is not required. Each classroom at RHA offers flexible seating and a low student-teacher ratio making it the ideal environment for students who are in need of an alternative setting. In addition to the eight-hour day, RHA also offers a flexible schedule in the form of an AM/PM cohort which students can earn once they achieve a certain milestone of credit completion. This flexible schedule allows students to seek employment opportunities or assist their families while completing their academic careers.

At RHA the focus is on students rather than systems and procedures. All students are provided with resources to meet their academic, behavioral, social, and emotional needs including a mentor teacher system which creates a 15:1 student-teacher ratio and an instructional approach using Blended Learning. This approach allows students to operate at an accelerated pace combined with the support of collaborative work, direct-teach support, and the incorporation of mini-projects to supplement online work. Procedural demands which force students to adapt are kept to a minimum; instead, our procedures and routines are built around our students including the master schedule. RHA's master schedule is designed around a Blended Learning approach called the Flex Model; this approach allows students to operate on a schedule unique to them and their individual academic needs. In addition, our campus is a place of mutual respect; with our RHA students, a culture has been created where students feel welcome and are taught they can succeed despite their past and current life circumstances. Students are taught that they have the power to change their current situation through fortitude and determination. Last, we are committed to ensuring our students are provided with information on post-secondary options, life skills, and having a plan after graduation.

With respect to the culture of the faculty, a culture of growth and support has been created. All teachers support each other, are not afraid to admit to areas where they need to grow, and are willing to try new things. Our culture has allowed us to move from being a faculty to being a family.

At RHA, we have 9 staff members who collectively hold the following certifications: ELA 7-12, Social Studies 8-12, Composite Science, 6-12, and Secondary Mathematics 6-12. In addition, we have staff members certified in SPED, GT, and ESL. RHA is also equipped with a full-time counselor who services the student's social, emotional, and academic advising needs. Last year, RHA was approved for a full-time SPED teacher who supports all special programs (SPED, 504, & ESL) and an Aide who monitors Study Hall. Collectively, our campus staff has enabled Hutto ISD to pilot the blended learning 'flex model' at RHA. This model has provided a more authentic and relevant learning experience for RHA students. In addition, the collective number of staff members allows RHA the flexibility to expose RHA students to college, career, and military opportunities without disruption to the student's instructional day.

Although RHA added the Hutto ISD Virtual Academy (HVA) this year, no full-time employees (FTEs) were added. Two of our teachers assumed responsibility for the 35 virtual students serviced this year. This limited the scope of our virtual academy as mentee meetings were limited to the teachers' work day. In addition, our two teachers had to divide their attention between their in-person students and their virtual student meetings. As the HVA expands, so too should the available FTEs. It may be necessary that the HVA be granted one additional FTE for every 25 students added to the HVA.

In regards to retention, RHA will retain at least 80% of our staff. We lost 3 staff members from the 22-23 School Year; the Principal, Special Education Teacher, and Math Teacher. While this retention rate is the result of promotion in each case, RHA did experience two resignations within the school year. RHA is now on its fifth secretary in five years. This position is responsible for five different roles: principal's secretary, receptionist, attendance clerk, registrar, and bookkeeper; in addition, these roles are performed for two different campuses. RHA and DAEP. While the scope of these is extensive, the pay scale for this position is only a paraprofessional pay grade 3.

Parental engagement is critical at RHA. Parents are a part of the intake process by learning how to read their student's transcript and assisting with planning the student's Personal Pathway to Graduation (PP2G). Parents are also invited to participate in the Parent Advisory Council to offer input to the principal regarding processes and procedures. Parent communication is also critical. Mentor teachers remain in close communication with their mentee's parents. Mentor teachers send weekly progress reports to parents. In addition, they hold several meetings throughout the year including regular PTCs and Graduation Gatherings. Any time important information needs to be relayed, teachers are instructed to call their mentees' parents, in addition, the principal communicates to parents via a Parent Newsletter which is sent to parents each 6 weeks. RHA was able to hold two parent events over the course of the year: Open House in the Fall and College & Career Night in the Spring in which we hosted representatives from ACC, TC, TSTC, UTI, Central Texas Beauty College, The Salon Professional Academy, and military recruiters. Through this event, parents and students were able to establish connections with post-secondary institutions and opportunities. In addition, we connected students to these representatives multiple times throughout the semester both by having them visit and by taking students to their sites via field trips.

Perceptions Strengths

We have an extremely supportive environment with high expectations for student behavior and academics. When students earn credits or graduate, they are celebrated. Each student rings the credit bell, any time a course is completed. This signals to the rest of the campus that the student is one step closer to graduation. When a student reaches the ultimate goal of graduation, they proudly walk the hall in their cap and gown while other students applaud. Students and staff are also rewarded by being named the Hippo of the Month. Hippos of the Month are given a certificate and their picture is hung in the front office. A credit earning chart hangs in the main hall to celebrate and convey high expectations for our students. In addition, a record board is located near the credit chart so students can witness the highest level of achievement. Last, we celebrate student achievement and the positive culture of RHA on Facebook by posting celebrations, graduations, and information.

Meaningful relationships are built with our students. We practice restorative discipline and ensure that rules and expectations are clear to all students. In addition, transition meetings are held to increase communication between home campuses and the DAEP program and to assess the academic and behavioral progress of students. The transition meetings were also designed for the home campus to create a plan for each student upon their return. Last, the transition meetings assessed practices that assisted student success while at DAEP. This was done so these solutions could be replicated on the home campus with the goal of decreasing the recidivism rate.

Teaching experience ranges from 1 to 33 years of experience. We are a staff of 11 with a variety of certifications. 2020-2021 was the first year that RHA had a full-time counselor, and 2022 is the first year that RHA had a full-time SPED teacher and Aide. 2023-2024 School Year 1.5 teachers were added to the Hutto Virtual Academy. In addition, RHA has been assigned a social worker to assist the students in moments of crisis. Another strength is our ability to retain the same substitutes. These substitutes are handpicked because they know our students and know the importance of building positive relationships and respecting our students.

RHA has several systems in place to engage parents who have struggled with engagement throughout their student's academic careers. Each student having a mentor-teacher allows

for a close connection to each student and their family. RHA teachers are able to meet with the students daily and their parents as often as needed to discuss academic progress. In addition, parents are given a voice to contribute to the growth of RHA through the Parent Advisory Committee.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Though the DAEP is being separated & relocated, RHA still carries a negative stigma as a place simply for "at risk" students. **Root Cause:** Lack of room and resources prevent RHA from servicing students who are not at risk or wish to accelerate.

Problem Statement 2: Parental attendance to the Parent-Advisory Committee and overall parent involvement is low. **Root Cause:** Lack of 2-way communication from the school staff to the student and family.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

Goals

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

Performance Objective 1: RHA will continue to implement Blended Learning to increase engagement, improve support, and create more authentic learning opportunities relevant to students' interest and career aspirations.

Evaluation Data Sources: Walkthrough data, improved course performance in Edgenuity, Schlechty's Levels of Engagement, & EOC scores.

Strategy 1 Details
Strategy 1: Teachers independently and collaboratively will create modified PBL lessons which will supplement certain lessons or units within Edgenuity. **Strategy's Expected Result/Impact:** Alternative lessons create greater engagement and more authentic learning experiences for the students. This should result in increased engagement. **Staff Responsible for Monitoring:** Teachers & Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Despite continued growth, RHA will continue to maintain flexible seating to facilitate collaborative work spaces and a more comfortable environment for the students. **Strategy's Expected Result/Impact:** Increased student engagement due to preferred options for seating. **Staff Responsible for Monitoring:** Principal & Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: RHA teachers will incorporate live teacher instruction and support through four 45 minute periods a day to supplement portions of Edgenuity coursework.

Strategy's Expected Result/Impact: Improved comprehension of material in Edgenuity coursework.

Staff Responsible for Monitoring: Teachers & Principal

ESF Levers:
Lever 5: Effective Instruction
- **Targeted Support Strategy**

Strategy 4 Details

Strategy 4: Collaborate with the comprehensive campuses to offer more electives.

Strategy's Expected Result/Impact: More authentic learning opportunities relevant to students' interest and career aspirations

Staff Responsible for Monitoring: Principal, CTE Director

TEA Priorities:
Connect high school to career and college
- **ESF Levers:**
Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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

Performance Objective 2: RHA will continue to employ the Flex Blended Learning Model which will allow students to work synchronously and asynchronously according to their needs.

Evaluation Data Sources: Master schedule, student schedules, & Edgenuity course loads.

Strategy 1 Details
Strategy 1: Students who are not working on core content will work independently or collaboratively in Study Hall. **Strategy's Expected Result/Impact:** Increased capacity of HISD students served & allowable focus on specific content in teachers' classrooms. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Performance Objective 3: (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: RHA subject teams will meet in PLC every other week in order to analyze the quality of instruction and student mastery of concepts. **Strategy's Expected Result/Impact:** Improved instruction and defined focus on necessary targeted outcomes. **Staff Responsible for Monitoring:** Principal & Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: Parents will be copied on all weekly grade reports sent back to home campus. **Strategy's Expected Result/Impact:** Increased successful day percentage **Staff Responsible for Monitoring:** DAEP principal, DAEP Lead Teacher
Strategy 3 Details
Strategy 3: The English teacher will work with the core teachers to implement writing assignments in Math, Science, and Social Studies which will require students to use a standardized writing format conducive for earning a 3 or better on the English I & II EOC writing assessments. **Strategy's Expected Result/Impact:** Increase passing rates on the English I & II EOCs. **Staff Responsible for Monitoring:** Teachers & Principal **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction

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

Performance Objective 4: (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: RHA teachers will incorporate cooperative strategies (ie. Kagan strategies, etc.) which involve student movement and collaboration into every live teacher instruction lesson. **Strategy's Expected Result/Impact:** Increased student engagement resulting in better student understanding of academic concepts and better performance on assessments. **Staff Responsible for Monitoring:** Principal & Teachers **ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Teachers supplement certain units in Edgenuity with teacher-created lesson plans complete with instructional strategies which promote collaboration and exploration extending learning beyond the online modules in Edgenuity. **Strategy's Expected Result/Impact:** Create support for students who struggle to make progress in lengthy or difficult units in Edgenuity, and create a more authentic learning experience for the student. **TEA Priorities:** Improve low-performing schools **- 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: RHA will increase exposure to post-secondary screening assessments for college, career, and military.

Evaluation Data Sources: Test sign-ins.

Strategy 1 Details
Strategy 1: The Texas Success Initiative (TSI) will be offered and administered 2 times a semester at RHA. **Strategy's Expected Result/Impact:** Increased opportunities for students to be classified as "college ready" prior to graduating. **Staff Responsible for Monitoring:** Counselor & Principal **TEA Priorities:** Connect high school to career and college
Strategy 2 Details
Strategy 2: The RHA counselor will set-up at least one ASVAB administration for the school year and communicate to students the value of ASVAB. **Strategy's Expected Result/Impact:** Student exposure to the armed forces and their individual aptitude for a career in military service. **Staff Responsible for Monitoring:** Counselor, Principal, & Military Recruiter **TEA Priorities:** Connect high school to career and college
Strategy 3 Details
Strategy 3: RHA will continue to increase awareness of ACT & SAT administrations through parent emails, mentee meeting, announcements, and posting test dates on Counselor bulletin board. **Strategy's Expected Result/Impact:** Students will be more informed of testing dates so participation rates will increase. **Staff Responsible for Monitoring:** Counselor & Principal **TEA Priorities:** Connect high school to career and college

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

Performance Objective 2: RHA will increase accountability measures to ensure that students are on pace to graduate on time.

Evaluation Data Sources: Egenuity progress data & Graduation rates

Strategy 1 Details
Strategy 1: Students will continue to be required to work at an accelerated pace of 20% total progress in Edgenuity. (100% progress for the week with Blended Learning Activities) **Strategy's Expected Result/Impact:** Edgenuity daily progress & Student tracking forms **TEA Priorities:** Improve low-performing schools

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

Performance Objective 3: RHA will increase pathways for students to demonstrate post-secondary readiness.

Evaluation Data Sources: Updated master schedule, GED program enrollment, GED test results, & RHA Course Catalog

Strategy 1 Details
Strategy 1: RHA will work with cooperating teachers from HISD secondary campuses to be teachers of record for RHA students working in LOTE (Language other than English), Fine Arts, and PE. **Strategy's Expected Result/Impact:** Students will earn credit notices signed by a certified teacher. **Staff Responsible for Monitoring:** Principal, Teachers, HHS Cooperating Teacher **ESF Levers:** Lever 5: Effective Instruction

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

Performance Objective 4: (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: RHA explore the potential of offering Career & Technical Education courses to its students. **Strategy's Expected Result/Impact:** More students earning an endorsement in CTE. **Staff Responsible for Monitoring:** Principal, HHS Principal, & CTE Director **TEA Priorities:** Connect high school to career and college -

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

Performance Objective 5: (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: Students will use a daily progress tracker to outline and track progress towards an individualized target percentage each instructional day. **Strategy's Expected Result/Impact:** Increased awareness of progress and graduation requirements as well as increased student agency. **Staff Responsible for Monitoring:** Principal, counselor, & teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Students will track their own credit requirements and progress towards graduation on the Personal Pathway to Graduation (PP2G). **Strategy's Expected Result/Impact:** Increased awareness of progress and graduation requirements as well as increased student agency. **Staff Responsible for Monitoring:** Counselor & Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture

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

Performance Objective 6: RHA will increase opportunities to obtain CCMR indicators while boosting stakeholder awareness of College, Career, or Military Readiness.

Evaluation Data Sources: CCMR indicators provided by Public Education Information System (PEIMS) department, RHA application, & Transcript

Strategy 1 Details
Strategy 1: All students will be required to take College Prep Math along with English IV in order to be eligible for a CCMR indicator. **Strategy's Expected Result/Impact:** Increase opportunities for students to obtain a CCMR indicator if they fail to pass the TSI. **Staff Responsible for Monitoring:** Principal & English Teacher **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction
Strategy 2 Details
Strategy 2: All RHA students (excluding GED candidates) will participate in at least one TSI administration. **Strategy's Expected Result/Impact:** Increased opportunities for students to gain a CCMR indicator. **Staff Responsible for Monitoring:** Principal & Counselor **TEA Priorities:** Connect high school to career and college
Strategy 3 Details
Strategy 3: RHA will facilitate a College Tour once a semester for its students. **Strategy's Expected Result/Impact:** Increased exposure to college for at-risk students resulting in increased interest in post secondary opportunities. **Staff Responsible for Monitoring:** Principal & Counselor **TEA Priorities:** Connect high school to career and college

Strategy 4 Details
Strategy 4: RHA will host a College & Career Night in the Spring Semester in which parents can engaged with multiple college campus representatives and career force recruiters. **Strategy's Expected Result/Impact:** Expose parents and students to college and career opportunities. **Staff Responsible for Monitoring:** Principal & Counselor **TEA Priorities:** Connect high school to career and college

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

Performance Objective 1: RHA will continue to use the Flex Blended Learning Model with Edgenuity as the backbone of the curriculum supported by live teacher instruction and the incorporation of mini-projects in order to create a more rigorous and authentic learning experience for students.

Evaluation Data Sources: EdGenuity progress monitoring, Data Driven Instruction (DDI) Process, Student Learning Objectives (SLOs), Lesson Plans in Planbook, Walkthrough data, Schlechty's Levels of Engagement, & PLCs.

Next Year's Recommendation: Duplicate goal

Strategy 1 Details
Strategy 1: Certain units within the core courses in EdGenuity will be supplemented with mini-projects designed by the teachers using Edgenuity notes as the guide. **Strategy's Expected Result/Impact:** Students will have a more authentic learning experience due to seeing the real-world connection to what they are learning in the classroom. **Staff Responsible for Monitoring:** Teachers & Principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction

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

Performance Objective 2: RHA will reduce the amount of students who exceed 10 absences.

Evaluation Data Sources: Attendance records, Skyward records, Attendance 101 sign-in sheets, Attendance Contracts

Strategy 1 Details
Strategy 1: RHA principal and secretary will contact parents to inform them of absences and to maintain an ongoing dialogue with parents regarding their student's attendance. **Strategy's Expected Result/Impact:** Increased attendance rate compared to last year along with fewer drop outs and fewer 5th year students returning than last year. **Staff Responsible for Monitoring:** Principal & Principal Secretary **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: Prior to filing for truancy, the RHA counselor with District personnel will conduct a family visit to determine the reasons for the absences. **Strategy's Expected Result/Impact:** Decreased absences & truancy referrals. **Staff Responsible for Monitoring:** Principal, Secretary, Counselor, and District Family & Outreach Representative. **TEA Priorities:** Improve low-performing schools

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

Performance Objective 3: The RHA counselor will offer increased opportunities and resources to address the needs of students' social and emotional learning.

Evaluation Data Sources: Hippo Way lesson sign-ins & Home Room attendance

Strategy 1 Details
Strategy 1: The counselor will develop and distribute Hippo Way lessons to mentor teachers at least once a month and make them available online for students. **Strategy's Expected Result/Impact:** Students will develop socially and emotionally from the conversations held in the lessons. **Staff Responsible for Monitoring:** Counselor, Teachers, & Principal **ESF Levers:** Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: RHA will arrange times for teachers and students to recognize calendar events (ie. Hispanic Heritage Month, Black History Month, etc.) in the students' home rooms. **Strategy's Expected Result/Impact:** Increased awareness of cultural diversity resulting in a more positive school culture. **Staff Responsible for Monitoring:** Counselor, Teacher, & Principal **ESF Levers:** Lever 3: Positive School Culture

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

Performance Objective 4: DAEP will implement strategies and programs to decrease the number of students with repeat placements to less than 10% of total for year.

Evaluation Data Sources: PEIMS

Strategy 1 Details
Strategy 1: Implement in-person counseling focusing on substance use and abuse for students with controlled substance placements. **Strategy's Expected Result/Impact:** Decrease by 50% the number of students with repeat placements for controlled substance violation. **Staff Responsible for Monitoring:** DAEP Principal
Strategy 2 Details
Strategy 2: As part of their transition plan, all students exiting DAEP will receive counseling support from their home campus Student Support Team member. **Strategy's Expected Result/Impact:** Decrease recidivism to less than 10% of total placements. **Staff Responsible for Monitoring:** DAEP Principal; Home campus administrators; HISD Director of Student Services

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

Performance Objective 5: DAEP personnel will implement strategies to achieve a successful day rate of 95% for all students enrolled in the program.

Evaluation Data Sources: DAEP Semester Reports

Strategy 1 Details
Strategy 1: DAEP will be structured into instructional rotations with teachers taking responsibility in their areas of certification/expertise for student instruction and student changing classes. **Strategy's Expected Result/Impact:** Increase student daily success to 95% as measured by daily point sheet. **Staff Responsible for Monitoring:** DAEP Principal
Strategy 2 Details
Strategy 2: Implement a daily point sheet to track student progress meeting behavioral and academic expectations. **Strategy's Expected Result/Impact:** Success rate of 95% as measured by the point sheet. **Staff Responsible for Monitoring:** DAEP Principal; DAEP Staff
Strategy 3 Details
Strategy 3: All new student orientations will be held in-person by the DAEP principal with the parent and student on-site at DAEP to ensure a fundamental initial understanding of policies, procedures, and expectations. **Strategy's Expected Result/Impact:** Decrease in disciplinary referrals for students in the program. **Staff Responsible for Monitoring:** DAEP Principal
Strategy 4 Details
Strategy 4: DAEP principal will make contact daily with students who are absent and their parents. **Strategy's Expected Result/Impact:** Increase DAEP attendance to 90% **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Performance Objective 6: (1.4.1) Student overall engagement scores will increase on student surveys.

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

Strategy 1 Details
Strategy 1: The counselor will arrange times for teachers and students to recognize calendar events (ie. Hispanic Heritage Month, Black History Month, etc.) in the students' home rooms. **Strategy's Expected Result/Impact:** Increased awareness of cultural diversity resulting in a more positive school culture. **Staff Responsible for Monitoring:** Counselor, Teacher, & Principal **ESF Levers:** Lever 3: Positive School Culture

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

Performance Objective 7: (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: RHA will continue to use an 8 hour schedule which will incorporate periods of time for each of the following: live synchronous instruction, independent asynchronous instruction, and Flex time in which students will work online with the support of the teacher. **Strategy's Expected Result/Impact:** Students will achieve progress in Edgenuity at a faster rate through a diverse blend of instructional support catered to the students' needs. **Staff Responsible for Monitoring:** Teachers & Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction

Strategy 2 Details
Strategy 2: RHA's daily schedule will include an EOC remediation course for Algebra I, English I, Biology, English II, & US History. **Strategy's Expected Result/Impact:** A targeted focus on test content and testing skills to better prepare students to pass the EOCs. **Staff Responsible for Monitoring:** Principal & Teachers **TEA Priorities:** Improve low-performing schools

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

Performance Objective 8: (1.4.3) District discretionary discipline referrals will decrease in all student populations.

Strategy 1 Details
Strategy 1: RHA will plan and implement random intervention days focused on addressing the needs of RHA's lowest performing students. These days will have an alternate schedule, longer instructional periods, and increased student support for the lowest performing students. **Strategy's Expected Result/Impact:** Increased performance for RHA's lowest performing students. **Staff Responsible for Monitoring:** Principal & Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1: RHA will expand opportunities for parents to be involved in their child's education to create a culture of mutual investment in each student's academic journey.

Evaluation Data Sources: MOY & EOY Parent Engagement Survey

Strategy 1 Details
Strategy 1: RHA Staff will communicate weekly with parents concerning their mentee's academics and behavior. **Strategy's Expected Result/Impact:** Better informed parents & increased student achievement. **Staff Responsible for Monitoring:** Principal & Teachers **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: RHA teachers will hold EOY transition conferences for any students returning to RHA the following year. **Strategy's Expected Result/Impact:** Set academic and behavioral expectations for the upcoming school year. **Staff Responsible for Monitoring:** Teachers

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 2: DAEP will provide weekly parent communication on academic and behavioral progress of students.

Strategy 1 Details
Strategy 1: Parents will receive copies of their students' behavioral point sheets weekly. **Strategy's Expected Result/Impact:** Increased successful day rate **Staff Responsible for Monitoring:** DAEP Principal

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 3: 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: RHA will continue to use the Parent & Family Engagement Playbook to document and guide practices for the engagement of RHA's families. **Strategy's Expected Result/Impact:** Serve as documentation and reference for all strategies and practices for engaging families. **Staff Responsible for Monitoring:** Principal, Counselor, & Teachers **ESF Levers:** Lever 3: Positive School Culture

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 4: 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: Provide support to families by coordinating presentations about parent-selected topics. (Parent University) **Strategy's Expected Result/Impact:** Increase community partnerships Increased Parental involvement and confidence **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture

Goal 4: (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 5: Sustain and expand upon community partnerships.

Evaluation Data Sources: Number of partnerships with outside organizations.

Strategy 1 Details
Strategy 1: RHA will actively engage with community members, local businesses, and nearby colleges to establish strategic partnerships. These collaborations will include scheduling on-site presentations, coordinating student field trips, and creating immersive learning experiences at these locations. **Strategy's Expected Result/Impact:** Increased exposure to college and career opportunities. **Staff Responsible for Monitoring:** Counselor & Principal **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture

Strategy 2 Details
Strategy 2: DAEP students will be given volunteer opportunities while enrolled at DAEP to include Hutto Food Pantry, HISD 18+ Program, and district-connected resources on the College St. Campus. **Strategy's Expected Result/Impact:** Increased successful day rate and decreased recidivism. **Staff Responsible for Monitoring:** DAEP Principal

Goal 5: (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1: 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 Principal will hold Community Advisory Council meetings throughout the year to expand opportunities for parents and community members to be involved in campus-level decision-making/participatory committees **Strategy's Expected Result/Impact:** Improved operations and procedures due to parental input. **Staff Responsible for Monitoring:** RHA Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 6: Create a culture and environment that provides a holistic employee experience.

Performance Objective 1: The RHA principal will ensure that RHA stakeholders are included in decision-making that affects the academic, procedural, and cultural direction of RHA.

Evaluation Data Sources: ELT Agendas, Staff Meeting Agendas, & Staff Culture Surveys

Strategy 1 Details
Strategy 1: RHA will hold staff meetings every other week to ensure every stakeholder is up to date with information pertaining to the instructional, procedural, and cultural direction of the campus. **Strategy's Expected Result/Impact:** Increased awareness of changes, improvements, events, dates, and deadlines at RHA **Staff Responsible for Monitoring:** All Staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
Strategy 2 Details
Strategy 2: Counselor, lead RHA teacher, SPED teacher will convene with the principal monthly as the Excellence Leadership Team to discuss decisions concerning the instructional, procedural, and cultural direction of RHA. **Strategy's Expected Result/Impact:** Better informed decision making at the executive level. **Staff Responsible for Monitoring:** Principal, Counselor, & Lead RHA Teacher **ESF Levers:** Lever 1: Strong School Leadership and Planning
Strategy 3 Details
Strategy 3: RHA will host a Fun Food Friday potluck for staff once a month lead by teachers. **Strategy's Expected Result/Impact:** Improved culture and relationships of RHA stakeholders. **Staff Responsible for Monitoring:** All Staff **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture