Hutto Independent School District

2025-2026 District Improvement Plan

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Mission Statement

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

Vision

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

Value Statement

1. Hutto ISD strives to be the best school district in Central Texas.
2. The safety and security of all is a top priority.
3. Every decision should be made in the best interest of students.
4. Success is possible for every student.
5. We recruit, develop, and retain exemplary staff.
6. The pursuit and acceptance of diversity is critical.
7. We will be responsible stewards of taxpayers' dollars.
8. All students are important, and the educational needs of each must be met.
9. Parents/guardians are vital to the success of our students.
10. Open two-way communication and transparency are imperative for a relationship-centered district.
11. Character is as important as academic achievement.
12. We are able to accomplish more as a community.

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District Overview

- Located in the Austin-Round Rock metropolitan area, Williamson County
- Current enrollment: 11,117 students
- Facilities: 8 elementary schools, 3 middle schools, 1 senior high school (6A), 1 Ninth Grade Center, 1 alternative high school, 1 DAEP campus, 1 Virtual Campus
- Under construction: High School #2, High School #1 renovation

Growth Factors

- Driven by affordable housing and easy access to major highways
- 17 actively building subdivisions, 38 future subdivisions planned
- Groundwork is underway on 1,300+ lots within 8 subdivisions

Demographics (as of 9/19/2025)

- Total enrollment: 11,117 students
- Ethnicity breakdown:
    - Hispanic: 47.7%
    - White: 62.5%
    - African American: 17.5%
    - Asian: 4.8%
    - Two or more races: 10.1%
    - American Indian, Alaska Native, Native Hawaiian or Other Pacific Islander: 0.4%
- Over 40 languages are spoken at home across the district
- Economically Disadvantaged: 44.2%
- Special Education: 17.4%
- Emergent Bilingual: 16.9%
- At Risk: 47.5%

Strengths

Demographic strengths

1. Equity and diversity across campuses, all campuses are within 10% of each other in racial and economic diversity. There is no significant disparity in campus economic distributions.
2. Improving representation of underrepresented populations in GT programs
3. Stable special education services across all races/ethnicities
4. Increased enrollment across campuses and age groups.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Tier 1 instruction and programs are not adequate to accelerate instruction for a rapidly growing and diverse student population.	Teacher curriculum and instructional expectations have not matched the increased demand of the diverse student population.
2	Tier 1 instruction and programs are not adequate to accelerate instruction for a rapidly growing and diverse student population.	Schools are served by an increasing number of novice and uncertified teachers, particularly in high need areas including special education and bilingual education.
3	Resources and support in Hutto ISD do not adequately meet the cultural and linguistic needs of students and families.	Staffing and training have not adapted to the diversified population of Williamson County.

★ = Priority

Student Achievement

Summary

- 2025 State Accountability Rating for Hutto ISD is a C overall with a score of 76, this is down 1 point overall from 2024 which was a C (77).
- **58.8%** of students in Hutto ISD who earned DNM in 2024 experienced **greater than one years' worth of growth**, and earned an Approaches or higher in 2025.
- **68.3%** of students in Hutto ISD achieved **grade level growth or higher** in Reading and Language Arts.
- **Veterans' Hill** and **Howard Norman** student performance and growth increased by **18%** and **20%** respective (scaled ratings increased by this percentage)
- **Elementary ratings** improved by an average of **8.6 %**
- **58% of schools** in Hutto ISD **increased** their ratings from 2024 to 2025
- **85% of elementary schools** in Hutto **increased** their ratings from 2024 to 2025

Reading and Language Arts (RLA)

- Grades 3-8 RLA achievement (2025):
  - Approaches or higher: 79% (+2% from 2024)
  - Meets or higher: 54% (+1% from 2024)
  - Masters Grade Level: 24% (+10% from 2024)
- Notable changes:
  - Major increase in percentage of masters
- EOC ELA 1:
  - Approaches: 18***% (*** +3% point change from 2024)
  - Meets: 41***% (***-5% point change from 2024)
  - Masters: 12***% (***-4% point change from 2024)
- EOC ELA 2:
  - Approaches: 17***% (***+2% point change from 2024)
  - Meets: 50***% (***+3% point change from 2024)
  - Masters: 7***% (***+2% point change from 2024)

Mathematics

- Grades 3-8 Math achievement (2025):
  - Approaches or higher: 67% (-2% decrease from 2024)
  - Meets or higher: 38% (-1% increase form 2024)
  - Masters Grade Level: 15% (+1% decrease from 2024)
- Notable changes:
  - Very slight increase in performance at the masters level in mathematics.
  - Most significant decrease at the approaches level.
- Algebra I (8th grade):
  - Approaches or higher: 96%
  - Meets or higher: 80%
  - Masters Grade Level: 55%

- Algebra I (NGC):
    - Approaches: 33***% (***-5% point change from 2024)
    - Meets: 26***% (***+5% point change from 2024)
    - Masters: 18***% (***+0% point change from 2024)

Science

- Grades 3-8 Science Achievement (2025)
    - Approaches or higher: 71% (-7% decrease from 2024)
    - Meets or higher: 39% (-8% decrease from 2024)
    - Masters Grade level: 15% (-3% decrease from 2024)
- Notable Changes:
    - Decreases in all achievement bands in science.
    - Most significant decrease at the meets performance level.

Social Studies

- Grade 8 Achievement (2025)
    - Approaches or higher: 54% (-21% decrease from 2024)
    - Meets or higher: 28% (-19% decrease from 2024)
    - Masters Grade Level: 14% (-9% decrease from 2024)
- US History (2025)
    - Approaches or higher: 93% (-2% decrease from 2024)
    - Meets or higher: 63% (-4% decrease from 2024)
    - Masters Grade Level: 31% (-3% decrease from 2024)

TELPAS (2025)

- Advanced High: 13% (-5% from 2024)
- Advanced: 36 % (-1% from 2024)
- Intermediate: 34% (+1% from 2024)
- Beginning: 15% (+3% from 2024)

Strengths

Strengths:

1. Overall growth in RLA, with students earning meets and masters maintaining and improving performance
2. 9th grade Algebra I movement from approaches to meets

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Economically disadvantaged students underperform in all subject areas.	Tier 2 instructional strategies to ensure accelerated instruction are not meaningfully differentiated in a way that accelerates student learning in critical need areas.
2	Emergent bilingual students underperform in all subject areas.	Adequate intervention strategies including academic vocabulary instruction and reading comprehension strategies are not delivered consistently.
3	Student declines are greatest in science.	Continuum on understanding of science concepts between assessed grade levels and non-assessed grade levels is not as rigorous and does not include enough hands-on investigation of scientific concepts.
4	Student performance in most achievement bands showed a slight decline from 2023.	Tier 1 instruction has not adapted to the level of rigor required for students to accelerate or maintain performance at a higher achievement standard.

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District Culture and Climate

Summary

Hutto ISD's commitment to the whole school, whole community, and whole child is expressed through our mission statement: Hippo Nation inspires all students to excel is to inspire students to excel in academics, character, and community.

Equity of service is monitored by disaggregated data analysis and annual presentations to the Board of Trustees on progress toward goals to improve equity and outreach. Recent data reflects both areas of progress and continued challenges.

Discipline and Behavior Trends

- The district experienced a 12% enrollment increase from 10,202 students (23–24) to 11,403 students (24–25). With this growth, the total number of discipline referrals rose from 3,418 to 3,962.
- The referral rate remained stable (0.335 in 2023–24 vs. 0.347 in 2024–25), with the percentage of unique students receiving referrals holding nearly constant at 14% and 15%, indicating discipline incidents are not increasing in proportion to enrollment growth.
- Referral patterns show disproportionate increases in aggression and conflict behaviors. Physical aggression rose from 526 to 642 (a 22% increase, nearly double the 12% enrollment growth), while fighting/mutual combat rose from 150 to 219 (a 46% increase, almost four times the rate of enrollment growth). These trends underscore the need for targeted support in peer conflict resolution and social-emotional skill development.
- In contrast, referrals for controlled substances (107 → 95) and e-cigarettes (71 → 58) declined, reflecting the impact of prevention initiatives and mandatory placement policies.

Bullying and Safety Trends

- Formal bullying investigations rose from 59 (23–24) to 68 (24–25), consistent with enrollment growth.
- Substantiated bullying cases increased slightly (24 → 28), maintaining a similar proportion of confirmed cases relative to total investigations.
- The growth in investigations reflects stronger reporting systems and monitoring, but continued attention to prevention and social-emotional supports is needed.

Strengths

- Stable referral rate during rapid enrollment growth: Despite a 12% increase in student enrollment, the referral rate per student remained stable, showing that discipline incidents are not escalating overall.
- Decrease in discretionary DAEP placements: Even as mandatory placements rose under HB 114, discretionary placements declined, reflecting effective early interventions.
- Improved monitoring of bullying: Investigations increased in alignment with enrollment growth, suggesting more robust systems for reporting and response.

- Decrease in controlled substance and e-cigarette referrals: Indicates prevention and legislative measures are positively impacting student behavior.

Supports and Interventions

Hutto ISD provides a comprehensive system of supports that integrates academics, behavior, social-emotional learning, mental health, and physical health. Professional school counselors implement the Texas Model for Comprehensive School Counseling on every campus, delivering classroom guidance, crisis response, and individualized planning while also supporting transitions and postsecondary readiness. At the elementary and middle school levels, the district has implemented Leader in Me, a program designed to teach students leadership, responsibility, and problem-solving skills, which in turn builds stronger school culture, empowers student voice, and supports positive behavior.

A major shift in 2024–2025 was the rollout of the Multi-Tiered System of Supports (MTSS) for Student Wellness, which unifies student supports under a single framework across four domains: academics, behavior/social-emotional learning, mental health, and physical health. This model ensures that all students receive universal prevention services, while those with greater needs access targeted interventions such as mentoring, SEL small groups, or mental health check-ins, and the highest-need students benefit from intensive supports like crisis counseling, hospitalization re-entry services, individualized health plans, and BaSE classrooms. In collaboration with Licensed Mental Health Professionals, MTSS Teams, Safe and Supportive Schools Teams, and community partners, Hutto ISD has strengthened its capacity to provide wraparound services and respond holistically to student needs. This layered MTSS approach represents a districtwide commitment to the whole child, ensuring students are supported academically, socially, and emotionally as enrollment continues to grow.

Discipline Data

Student Groups	2023-2024 District Enrollment %	2023-2024 % of Total Referrals	2024-2025 District Enrollment %	2024-2025 % of Total Referrals
Economically Disadvantaged	44%	59%	41%	52%
African American	14%	22%	14%	23%
Hispanic	47%	48%	47%	42%
Two or More	7%	9%	6%	8%
White	28%	25%	27%	26%

Year	Number of Referrals	Number of enrolled students	Referral Rate (# of referrals/ # of students)	Number of unique students with referrals (% of district total enrollment)
18-19	2469	7592	.325	1222 (16%)

SY				
19-20 SY*	1298	8167	.159	1040 (13%)
20-21 SY1*	1246	8534	.146	720 (8%)
21-22 SY	3436	9185	.374	1324 (14%)
22-23 SY	3351	9783	.342	1465 (15%)
23-24 SY	3418	10,202	.335	1407 (14%)
24-25 SY	3962	11,403	.347	1699 (15%)

Incident Type	# of Referrals Aug.- April 21-22	# of Referrals Aug.- April 22-23	23-24	24-25
Physical aggression toward another student	341	422	526	642
Disruption of the learning environment	269	343	354	474
Insubordination	168	267	361	357
Bus Referrals	111	248		112
Cut Class	175	230	224	268

Incident Type	# of Referrals Aug.- April 21-22	# of Referrals Aug.- April 22-23	23-24	24-25
Rude to student	158	90	118	132
Possessed, sold, used controlled substance	106	94	107	95
Possession, purchase, use of tobacco (e-cigarette)	104	42	71	58

Fighting/ mutual combat	65	70	150	219

Formal Bullying Investigations Hutto ISD

	2019-2020 (Closed in March for COVID)	**2020-2021** (COVID)	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
District Total # of formal investigations/ complaints	63	29	40	45	59	68
# found to be **BULLYING** based on investigation	10	4	16	24	24	28
# found **NOT TO BE** BULLYING based on investigation	53	25	24	21	32 (3 inconclusive)	40

Strengths

Strengths

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Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	Mandatory disciplinary alternative education placements increased.	HB 114 required mandatory DAEP placement for e-cigarette (nicotine/THC) violations, coupled with community access to vape products.
2	Economically disadvantaged and African American students remain disproportionately represented in referrals.	Limited community access to wraparound services and systemic inequities contribute to higher vulnerability and discipline incidents.
3	Aggression and fighting behaviors are rising disproportionately compared to enrollment growth, even as overall referral rates remain stable.	Post-pandemic social skill gaps, limited conflict resolution supports, and increasing campus density contribute to higher levels of peer conflict and escalation. Implication: Interventions must shift from broad discipline management toward targeted supports in conflict resolution, social-emotional learning, and positive behavior skill-building.
4	Staff mental health needs remain high, impacting effectiveness and retention.	Post-pandemic mental health needs, Limited resources, and community connections for staff mental health services reduce access to timely support.

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Staff Quality, Recruitment, and Retention

Summary

The mission of Human Resources supports the district's mission and encompasses all that we believe about serving the Hippo Nation.

Human Resources Mission: With a heart for people, we elevate staff to inspire excellence in academics, character, and community.

The following outlines the beliefs behind the mission:

- We believe in preserving grace and dignity for all individuals in all situations.
- We believe in a holistic approach to developing and inspiring staff so they can offer their very best to students.
- We believe in focusing and valuing the strengths of each individual and commit to providing both resources and opportunities for growth.
- We believe in embracing the diverse backgrounds and experiences of our staff and students to remain united as one collective family.

The TMPS department has successfully developed and implemented a hiring and employee management system to enhance efficiency and improve end-user satisfaction. Processes and procedures are continually updated to provide the best experience for both applicants and hiring managers.

Regarding the teaching experience of our staff, Hutto ISD remains committed to recruiting and retaining top talent. While we hire early-career teachers each year, the majority of our teaching staff consists of veteran teachers. Looking at the last few years, 5% of teachers had no experience, 30% had 1-5 years of experience, and 65% had more than 5 years of experience. In addition, 47% of teachers have over ten years of teaching experience, with 16% holding more than twenty years of experience.

Our overall staff retention rate is 78.2%, which is up by 2.27%.

Our overall teacher retention rate is 82.1%, which is down by 1.87 percentage points. While staff turnover increased this past year, teacher turnover is trending downward.

Of the new teachers hired for last school year, 4.5% were intern certified; 32.6% were re-enterers; standard certified–lagged 4.5%; 9% standard certified direct entry; 24.7% emergency permit; 7.9% out of state one year certified; 9% no Texas certification/permit, 4.5% previously part-time, and 3.4% out of state standard certified.

Hutto ISD remains committed to various pathways to the classroom and supporting candidates on that journey. We are invested in several career pathways and offer support throughout.

Our Residency and clinical student teacher programs resulted in fifteen early hires. Hutto ISD had eight residents during the 2024-2025 school year and signed six, or 75%, of the residents. Clinical student teachers also continued for the 2024-2025 school year. Hutto ISD supported ten clinical student teachers, signing and retaining four, or 40% of the clinical student teachers. Hutto ISD had eight traditional student teachers and signed five or 60% of those for the 2025-2026 school year.

Hutto ISD has outlined eight pathways to becoming a teacher in Hutto ISD, and will continue to expand recruitment opportunities. Our Human Resources Department actively and consistently seeks candidates through formal and informal activities, including job fairs and networking within Hutto ISD's connected networks. HR is committed to and continues to build relationships with local Historically Black Colleges and Universities (HBCUs) and higher education programs that are predominantly Hispanic-serving institutions (HSIs). HR utilizes job postings, district and school websites, social media, the Hutto ISD community and staff's friends and family, recruitment fairs, career events, career pathway meetings, and career services events and activities to recruit quality staff. Hutto ISD posts vacancies on TASA, TASPA, TASBO, Handshake (university/college posting platform), field-specific platforms such as CTE jobs, and related job boards, as well as BetterTeam, which posts our jobs on Indeed, Adzuna, Facebook, LinkedIn, ZipRecruiter, Monster, Glassdoor, and Google. In an attempt to be proactive in our recruitment efforts for bilingual teachers, HR contacts colleges, universities, and Alternative Certification Programs (ACPs) early in the year to seek information on those individuals who are candidates obtaining an ESL supplement and are fluent in another language. Representatives at all of the job fairs will be on the watch for promising bilingual and other hard-to-fill teacher candidates.

In 2024-2025, Hutto ISD brought eight special education teachers from Kenya and the Philippines to add to the current special education program. In total, Hutto ISD has hired 14 international teachers since 2023. Our international teachers bring additional diversity as well as add highly qualified teachers to the bilingual and special education program at Hutto ISD.

Hutto ISD also partnered with Teach for America for the 2025-26 school year, filling 7 vacancies in core content areas at the elementary and middle school levels.

Hutto ISD launched the first Department of Labor-registered Apprenticeship in Central Texas in the fall of 2024. 63 apprentices are employed while learning specific skills to become certified teachers. Hutto ISD is assisting with tuition for these apprentices to earn their Bachelor’s Degree or to obtain certification for those who already hold a degree. The apprenticeship program consists of On-Ramps based on apprentices' college credit hours. We have 22 in On-Ramp 1 (less than 30 college hours), 18 in On-Ramp 2 (less than 60 hours), 6 in On-Ramp 3 (less than 90 hours), and 17 in On-Ramp 4 (Either college completion or near college completion). Our apprentices are pursuing a variety of teaching pathways, with 8 preparing for bilingual education, 16 for special education, 25 for EC–6 classrooms, and 19 for secondary education. This program launch is a way to build our future workforce as we plan to stay ahead of our fast growth.

Our Mentor/Mentee program continues to support our new teachers for their first two years of teaching. First- and second-year teachers are supported by a mentor teacher from their campus, who is vetted by their campus principal. For the 2024-2025 school year, we had 72 year-one mentees, 75 year-two mentees, and 118 mentors in total. Based on the mid-year and end-of-year mentor/mentee surveys, mentees overwhelmingly report that our mentors are helpful. Many stated that they would not be where they are today without their mentors.

There were thirteen members of the Aspiring Leadership Academy (ALA) this past school year. Participants participated in eight ALA sessions. The morning consisted of aspiring leaders shadowing campus assistant principals or specialists, and the afternoon sessions focused on learning various leadership topics. Guest district leaders, including our Superintendent, Associate Superintendent of Instruction and Innovation, Chief of Schools, Chief Financial Officer, Assistant Superintendent of Operations, and Executive Director of Communications and Community Relations, addressed the group and presented on their respective areas of responsibility. Afternoons also consisted of topics of discussion and problems of practice, as well as a book study. All participants participated in a Risk Taking Opportunity (RTO) activity that was presented to the group as a culminating activity.

To prioritize talent acquisition, acceleration, advancement, retention, and support, the Talent Management and Personnel Support Department developed a new goal-oriented, standards-based evaluation system for 5% of employees in 2024–2025. This system, aligned to the district's strategic plan and individual goal setting, was shaped through feedback from an Appraisal Development Committee. Approximately 70 employees were trained and supported during the Goal Setting and Performance Rubric appraisal process that year. In 2025–2026, the HR Department will expand appraisal development to at least 20% of district employees.

The Talent Management and Personnel Support Department and the Human Resources Department introduced a **comprehensive risk management program** designed to support staff and students through injury prevention, safety solutions, a robust return-to-work program, and accommodation support.

A historical analysis of Workers' Compensation Claims from 2020 to 2025 was conducted to identify the total number of claims, the type/cause of claims, and the total incurred expenses for each year. Claim types, locations, times, and significance trends were recorded and reviewed. In a collaborative in-person meeting with the district's Risk Management Consultant, a representative from each department received an overview of the historical claim data. We are set to review the campus-specific data with the District Leadership Team, as many claims occurred on the campuses by a person. Our goal in reviewing this data is to ensure each supervisor/staff member receives the necessary training and resources to further prevent employee injuries. Further data analysis identified educational opportunities for Special Education Paraprofessionals, Custodial Services, and the Transportation Department. Additionally, every campus and department underwent an environmental safety assessment.

TRAINING INITIATIVES

Special Education Paraprofessionals (SPED PARAS): Identified areas for improvement, including early de-escalation and redirection, proper containment techniques, and appropriate equipment use. In collaboration with C&I, an assessment of the Vector Solutions online learning management system was conducted to determine suitable safety training for paraprofessionals. This training was integrated into the broader structure of the SPED redesign and program initiatives.

Custodial Services: Opportunities for improvement included slips, trips, and falls, as well as poor body mechanics. To reinforce onboarding and monthly meeting information, all custodial staff participated in a half-day in-service training presented by our TASB Risk Management Consultant. Topics covered include fall prevention, proper lifting techniques, body mechanics, chemical management, and safety data sheet interpretation. In the spring, materials management training was completed in coordination with our cleaning supply vendor. Custodial Services saw a significant decrease in the number of claims and were recognized by our consultant for best practices, including reducing trash can capacity to prevent injuries from lifting excessive weight. Opportunities for improvement were identified in the areas of slips, trips, falls, and body mechanics. Training sessions addressed fall prevention, safe lifting techniques, body mechanics, chemical management, and how to interpret safety data sheets. With continued training and increased awareness, this department is expected to see a continued decline in claims.

Transportation Services: Areas identified for improvement included slips, trips, falls, shoulder injuries, and bus accidents. Department-wide training reviewed injury data and identified solutions. Temporary additional lighting was provided until permanent updates are installed. A new weather monitoring system and bus maintenance plan were developed to reduce injuries during under-the-hood checks. Drivers now forego optional under-the-hood checks during high wind or inclement weather, resulting in a reduction of injuries to zero. The transportation department also agreed to pilot a TASB audit program, participating in unannounced bus route audits to identify further improvement opportunities.

District Leadership: Post Campus Surveys with our Risk Management resulted in additional work orders, if necessary, to prevent future loss. Campus and department leaders received feedback from their environmental assessments, and all work orders were entered and completed on their behalf. "Just in Time Training" on the Pregnant Workers Fairness Act was provided to all leaders, with additional small session training at the Assistant Principals' Meeting.

All Employees: New employees receive an overview of the reporting requirements of a workplace injury every Monday during New Employee Orientation. Such training is done by Hutto ISD's Risk Management Coordinator. Monthly updates on employee safety, physical health, and mental wellness were disseminated via the HR Newsletter. The HR Cottage piloted a 6-week wellness program before the district participated in the April Million Mile Challenge.

DATA

June 2023 - 1210 employees
Feb 2024 - 1469 (21.5% increase)
September 2025 - 1612 (9.72% increase since February 2024)

WORKERS COMPENSATION

	Total Reports	Student Involved	Other	Vehicle Accident	Total Claims	Avg Claim Cost Inc	Avg Claim Cost Pd

2022-2023	264	143	91	18	72	$6,450	$3,353
2023-2024	265	125	119	22	95	$5,077	$1,760
2024-2025	199	101	88	10	112	$1,371.13	$1,288.75
	-66	-24	-31	-12	+17	-$3,705.87	-$471.25

Despite a 9.72% increase in staff, the number of student-caused injuries decreased, although the total number of claims from 2023-2024 increased. Additionally, both the severity and cost of these injuries were lower compared to the 2023-2024 school year.

Department Breakdown

The Food Service made up about 9% of total claims, while the Custodial Department only made up 5% of claims in 2024-2025. Transportation had a higher number of claims, which resulted in 10.71%. Professional/Clerical/Admin, which includes teachers, principals, etc., made up the bulk of claims by 53%. Custodial services saw a 60% decrease in the number of claims, resulting in a $16,000 reduction in costs. Transportation experienced a 25% decrease in the number of claims and a $38,000, or nearly 40%, reduction in costs.

Strengths

STRENGTHS:

Hutto ISD Human Resources continues to expand its focus on recruitment and retention. Our specialists ensure onboarding for all new employees as well as supporting our mentoring and residency programs. Our residency program enables final-year college students to complete their final year of coursework on-site, while also teaching for an entire school year under the supervision of a host teacher. The launch of our registered apprentice program is another way Hutto ISD HR is putting ourselves on the map and in important conversations.

As part of strengthening supervisory support, the department has implemented and continues to maintain a Supervisor's Toolbox designed to provide real-time guidance for supervisors. The Toolbox includes resources, step-by-step instructions, and updated best practices for handling common supervisory tasks, ensuring consistency and efficiency across the district.

Additionally, the department will introduce a Progressive Discipline Manual that includes clear guidelines and user-friendly form templates to streamline documentation and ensure compliance. While several departments have already begun implementing these progressive discipline practices, the manual will expand coverage to ensure that all at-will employees are included. This district-wide rollout will take place during the 2025–2026 school year, promoting equity, consistency, and accountability in the application of progressive discipline practices.

In addition, Hutto ISD HR has created a targeted, intense focus on supporting staff through a holistic approach and working to provide staff support in order that they can meet the needs of the students in classrooms and outside services. Part of this work is solidified by our newly designed comprehensive risk management program, which aims to support staff and students through injury prevention, safety solutions, a robust return-to-work program, and accommodation support.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Hutto ISD struggles to support all teachers in becoming successful, particularly those who are completing certification through non-traditional routes.	While checks and balances have been implemented through our Certification Specialist, there are still many teachers who struggle to meet expectations and follow through on certification timelines and checkpoints.
2	Hutto ISD struggles to fully staff its hard-to-fill areas.	Fewer teachers are entering the teaching profession, and even fewer are entering specialized teaching areas.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Hutto ISD has worked to create a system that supports the design, development, implementation, and review of a systematic, ongoing program of curriculum to ensure that every student achieves college, career, and/or military readiness. Hutto ISD curriculum is based on the TEKS. Hutto ISD uses the TEKS resource system and locally created curriculum documents to ensure alignment between the state standards (the written curriculum), instructional planning and delivery (the taught curriculum), and locally and state-created assessments (the tested curriculum). The district's curriculum management plan provides direction for the development, refinement, and evaluation of the written curriculum on a planned cycle. An ongoing cycle of curriculum design, delivery, monitoring, and evaluation ensures continual program improvement and enhanced student achievement.

Hutto ISD has structures in place to account for curriculum monitoring and ensure alignment between the written, taught, and tested curriculum. Curriculum alignment principles are reflected in the curriculum guides, instructional resources, professional learning, instructional practices, and student assessments. Hutto ISD practices a curriculum management cycle as a method of continuous improvement. Student performance data, vertical teaming, and TEKS vertical alignment studies are used to develop curriculum resources, enhance instruction, and refine assessments to increase student achievement. The Hutto ISD Curriculum Department currently provides Year at a Glance documents and pacing guides for most core subjects in grades K–11. In partnership with teachers, the department is actively building and refining curriculum resource documents, with priorities set through the district needs assessment. Teacher committees provide input into curriculum and instruction-related processes and resources. Curriculum-based documents (including the Scope & Sequence, YAG, and Assessment Blueprints) are maintained by the Curriculum Department of School Support to ensure district assessments match the content and rigor of the curriculum. The annual curriculum review and revision cycle happens each summer when teachers and instructional leaders collaborate to ensure all curriculum is guided by research-based methods, addresses current instructional trends and needs, is aligned to state standards, and includes quality professional learning that addresses needed changes in instructional practices. During this process, assessments and curriculum documents are reviewed and updated through a backward design process. Curriculum documents and assessments are used during PLCs and when teams meet for instructional planning.

The district's assessment system uses screeners designed to identify students who need additional support. Curriculum-based assessments help teachers judge the effectiveness of
instructional strategies, and to gauge alignment of curriculum and instruction. Assessment design and alignment to TEKS are reviewed annually with teachers to gather input and make revisions if necessary. All campuses are expected to implement assessment procedures and DDI (Data-Driven Instruction) protocols.
Campus-based observation and feedback loops and T-TESS walk-throughs help administrators and central office leaders understand how curriculum and instruction are being implemented and provide feedback to ensure teaching

is done with fidelity and rigor. In professional learning communities (PLCs) teachers and administrators collaborate to internalize the lessons, engage in data driven instruction by reviewing all forms of data, examine student work samples, and create action plans. Professional learning within the district emphasizes alignment between the written, taught, and tested curriculum. Clear expectations, coherence, and well-articulated curriculum frameworks create engagement and clarity.

Students, especially at-risk, are supported in meeting state academic standards through strengthening Tier 1 instruction by being data driven, ensuring targeted interventions are implemented, and instruction is differentiated based on needs indicated in the data, and we coordinate academic content with CTE, college guidance, and blended learning by fostering cross collaboration and integrated planning. Lesson planning is data-driven, incorporating formative assessments and interventions, while instructional time is maximized through lesson internalization protocols and collaboration initiated in professional learning

Strengths

The curriculum is tightly aligned with state and national standards, ensuring that students are prepared for standardized assessments and post-secondary success. Instructional decisions and interventions are based on robust data analysis. Regular use of formative assessments along with mid-unit and unit assessment informs instruction and helps tailor lessons to meet student needs. Professional development is provided for teachers and administrators, focusing on current instructional best practices, technology integration, and content knowledge. The district offers a variety of blended learning options, combining face-to-face instruction with online resources.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of the district's curriculum across classrooms.	Lack of implementation of high quality instruction materials and using supplemental materials which deviates from the intended curriculum and therefore does not meet grade level standards.
2	Students are not meeting expected academic growth because Tier 1 instruction is insufficiently rigorous, engaging, or aligned with best practices.	Lack of consistent PLC structures for internalizing lessons and identifying differentiated instruction or addressing the needs of diverse learners (e.g., Emergent Bilinguals, students with disabilities, or gifted students).
3	Disparities in student outcomes between different demographic groups (e.g., race, socio-economic status).	Inconsistent implementation of using research-based instructional strategies due to a lack of sufficient training and professional development.

★ = Priority

Family and Community Engagement

Summary

Campus Parent Engagement Playbook

Hutto ISD recognizes parents and guardians as essential partners in the academic success of our students. To support this mission, each campus has developed a comprehensive Campus Parent Engagement Playbook, serving as an annual roadmap for parent engagement. This playbook identifies areas of greatest need and focus for each campus, detailing specific activities and programs designed to enhance participation, involvement, and engagement from families and the community.

Parent Classes and Programs

Throughout the year, Hutto ISD offers a variety of parent classes and programs hosted by Parent Engagement Specialists and campus staff. Topics include safety, literacy, military connectedness, and more. Parents are encouraged to participate in events such as Meet the Teacher Night, Parent/Teacher conferences, and serve on campus and district-level committees. To accommodate our diverse community, communication is provided in multiple languages using Language Line software, which enables real-time translation between non-Spanish speakers and school personnel.

Continuous Feedback and Improvement

The district values parent feedback and continuously reviews parent satisfaction data from each campus. Multiple surveys are distributed throughout the year, and survey QR codes are posted outside each campus in both English and Spanish to encourage parents and families to provide feedback. The Parent and Family Engagement (PFE) team connects parents with the school community, participating in initiatives like the Hutto Hippo Hospitality Herd (H4), Camino al Exito, Reading Ready Bus Tour, and Reading Buddies. The team also supports various parent programs and events, including PTA, Back to School Rally, and Title I campus meetings. Additionally, the PFE team collaborates with campus teams to conduct home visits when necessary, addressing the academic, social, and emotional needs of our students. They also lead the volunteer program, fostering strong partnerships and involvement.

Volunteer Hours for 2024-2025:

- Benjamin 'Doc' Kerley Elem.: 373 volunteers, 3928:33 hours
- Cottonwood Creek Elem.: 383 volunteers, 4110:55 hours
- Farley Middle: 193 volunteers, 772:53 hours
- Howard Norman Elem.: 132 volunteers, 774:18 hours
- Hutto 9th Grade Center: 198 volunteers, 246:06 hours
- Hutto Elem.: 311 volunteers, 2132:25 hours
- Hutto High School: 378 volunteers, 299:10 hours
- Hutto Middle: 289 volunteers, 710:46 hours
- Nadine Johnson Elem.: 212 volunteers, 2700:37 hours
- Ray Elem.: 300 volunteers, 2981:01 hours

- River Horse Academy: 6 volunteers
- Veterans' Hill Elem.: 200 volunteers, 3066:43 hours
- TOTAL: 2975 volunteers, 21723:27:00 hours

Communications & Community Engagement

Hutto ISD has used ParentSquare, an all-in-one communication system, to communicate consistently across all campuses for three years. Our parent community actively engages with ParentSquare and social media. The system provides analytics on community preferences for receiving information and engagement. Teachers and administrators can also communicate with parents and students through this platform.

ParentSquare Engagement Data:

- Overall Engagement: 65% of parents (up from 53% the previous year)
- 2024-25 Interaction Methods:
    - Comments: 2,416
    - Items Signed Up: 2,016
    - Appreciated Posts: 4,288
    - Forms/Permissions Completed: 1,418
    - RSVPs: 105
    - Volunteers: 2,138
    - Polls: 56 voted

Feedback indicates that ParentSquare has significantly improved communication between parents and teachers, and staff find it easier to communicate with parents.

ParentSquare Feature Usage for 2024-25:

- Auto Notices: 25,928
- Direct Messages: 429,301
- Forms/Permission Slips: 92
- Polls: 13
- Posts Shared on Social: 46
- Smart Alerts: 7
- Calendar Events: 231
- Files Shared: 1,894
- Items Requested: 60,841
- Photos/Videos Shared: 19,403
- Posts: 23,936
- Volunteers Requested: 2,138

Translation Services:

- 14% of ParentSquare users have selected Spanish, up from 8% last year.
- 85% receive communication in English.
- The communications team uses a district translator to manually translate all district emails to ensure accurate Spanish translations.

Strengths

Our district's PFE Team works diligently to connect parents and caregivers with resources, information, and services that support their families and promote student success. The team's collaborative efforts with each campus are evident in the strong leadership and supportive environment present across the district. Each campus is aware of the PFE team's availability and commitment to fostering a positive learning environment, ensuring the success of all students in Hutto ISD.

Additionally, the Communications team enhances parent engagement by producing a digital monthly newsletter in both English and Spanish, which it sends out via email, ParentSquare, and social media from September to May. The Communications team also publishes an annual District Magazine in both languages. By continuously improving our parent and family engagement strategies and communication systems, Hutto ISD strengthens the partnership between families and the school community, ultimately enhancing student success.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	District communication with parents who speak other languages is sometimes a barrier.	Limited number of staff members are available to provide translation services. Only one translation device available for use. Insufficient training for parents on how to access and use language translator tools on various devices or district software programs. Lack of awareness among parents about the full functionality of ParentSquare and its translation capabilities.
2	Volunteer opportunities for parents to be involved in schools are not readily available.	Volunteer expectations and support have not been prioritized by the campus.
3	Limited teacher personal communication with parents regarding student progress.	Inconsistent district and campus expectations regarding communication with parents. Lack of prioritization for personalized communication methods such as phone calls, personalized emails, and in-person conferences. Overreliance on ParentSquare, which, while helpful, does not replace the need for direct communication.
4	Parental engagement, both in person and via email, declines as students get older.	Secondary staff may not be aware of the frequency and nature of communication and events hosted by elementary staff. Different engagement expectations and practices between elementary and secondary schools.
5	Despite the significant effort put into translation services for external communication, not all campuses have bilingual receptionists in the front office.	Difficulty in staffing bilingual receptionists at every campus. Challenges in hosting events at middle schools due to space constraints, such as overcrowded lunch rooms.

6	Teachers and parents may not know how to use ParentSquare as effectively as others.	Inconsistent training sessions for ParentSquare across the district. Lack of ongoing support and resources for effective use of ParentSquare.

★ = Priority

District Organization

Summary

Hutto ISD is a fast-growing district and has surpassed 11,000 in enrollment for the 2025-2026 school year. Hutto ISD will surpass 16,000 students in the next 10 years. In addition to our fast growth, the City of Hutto and East Williamson County are experiencing rapid growth in housing, business, and industrial development. To provide suitable instructional facilities the Hutto ISD community has broadly supported though successful bond elections and bond programs.

District Context and Organization Summary

SCHOOL CONSTRUCTION

Hutto ISD is addressing the challenges and potential barriers associated with a Fast Growth District. The 2023 $522 Billion Bond Program is currently being utilized to address growth over the next five years. The following items are areas of emphasis for the 2025-2026 School Year: continuation of Hutto High School Modernization and construction of Hutto High School #2 (opening Fall 2027).

Demographic studies continue to capture accurate data from housing development reporting so we can stay on top of growth concerns, rezoning & leveling. Projecting growth of future subdivisions will ensure successful delivery of new school spaces. High growth is expected in the Northeast and Southeast section of Hutto ISD

The district will restart the Long-Range Master Facilities Planning process with stakeholder input while continuing the Bond and Capital Improvement Oversight Committee function. The design of Elementary #9 will begin in the 20252026 school year with a projected opening of 2028. Administration will continue working with the City of Hutto, Williamson County, and TxDOT on school development and regional planning.

DEFERRED MAINTENANCE

The district continues to update its Master Facilities Plan and Equipment Replacement Plan (buses, white fleet). Emphasis has been placed on purchasing additional buses to replace the aging fleet. In September 2025, the District received 20 new school buses.

The 2025-2026 deferred maintenance plan is based on the Master Facilities Plan addressing: EIFS restoration at Cottonwood Creek Elementary and Ray Elementary, Kitchen Equipment at Nadine Johnson Elementary and Hutto Middle, Lighting retrofits District-wide, and HVAC replacement with units that have R22 refrigerant, specifically at Hutto Elementary. To provide equity within the district, field turf is currently under construction at Hutto Middle and Farley Middle. Additionally, shade structures are being added to interior courtyards at these campuses to provide outdoor learning opportunities.

All newly constructed facilities will ensure compliance with all TEA Safety Standards. The district has completed projects related to security fencing, secure access control entry, and video intercom visitor entry system. Silent Panic Alert Technology has been implemented District Wide through the Centegix Platform. Hutto ISD utilizes the "I Love You Guys" standard response protocols to include reunification, evacuation, reverse evacuation, lockdown drills, weather drills, and fire drills. Hutto ISD has secure door systems; restricts visitor access; uses the Raptor System to run criminal background checks for access; issues card access to authorized staff; issues card access to secondary students; has security cameras; has a comprehensive communications plan to include radios and other mechanical systems to support safety comms. Routinely coordinates with WILCO OEM, the City of Hutto OEM, along with regional first responders as part of emergency response and preparedness. The transportation department will use the SMART tag system which allows for the determination of daily bus ridership by student and communication with parents through the SMART tag app.

Strengths

Hutto ISD developed a solid Strategic Plan in 2018 known as SP 2025 and has successfully delivered bond and capital improvement projects stemming from bond authorizations approved by voters in 2008 and 2019.

- In support of Bond and Capital Improvement, the district has developed a comprehensive bond delivery system supported by a variety of processes that includes district operations officials, business office officials working in partnership with the district's executive team, bond oversight committee, and Board of Trustees.
- The district procurement process includes a comprehensive RFQ and RFP process to secure quality design/engineering firms and contractors. The district has Design Standardizations and Educational Specifications.
- The district has good relationships with authorities having jurisdictions and regularly engages with the City of Hutto administration, Public Works, City Engineers, public safety officials, county officials, as well as state regulatory officials.
- The district regularly engages with a variety of feedback loops to include the Chamber of Commerce, area businesses, and community leaders and has a design process in place to ensure stakeholder input that involves students, parents, community members, faculty, and administration.
- The district has a comprehensive Emergency Operations Plan. In partnership with Hutto ISD PD, operations officials – including the District's Emergency Operations Supervisor and Campus Safety – Health Service officials, and Crisis Counseling, Hutto ISD utilizes the National Incident Management System/Incident Command Systems as the backbone of our preparedness/

mitigation/response/recovery processes. In addition, the district is well-versed in drills and safety preparedness. Hutto ISD has trauma response protocols in place to include preventative measures to identify and address threat assessment.

Problem Statements Identifying District Organization Needs

	Problem Statement	Root Cause
1	With the passage of the 2023 bond, the district will continue capital improvement projects that will require a continuation of best practices to ensure successful delivery.	Rapid population growth in Hutto ISD community.
2	Insufficient funds for all needed improvement programs.	The Texas Legislature has not provided an infusion of funding in multiple years. With rising inflation, combined with increases in maintenance and operations costs this place restraints on the district's budget
3	Challenges are inherent with the opening of new schools to accommodate population growth.	With the opening of Lee Martinez Elementary in August 2025, and in support of future schools coming online, the district will need to revisit its Attendance Zone Leveling plan and begin the rezoning process in the Fall 2024.

★ = Priority

Technology

Summary

Hutto ISD continues to foster a dynamic technology environment that supports end-users and the district's operational backbone. From business systems to classroom technology, the focus remains on using technology to enhance student learning and streamline educational processes rather than incorporating technology for its own sake. In classrooms, we emphasize the meaningful application of technology, ensuring that teachers have the tools needed to drive student engagement and success.

As the district grows, the technology landscape becomes more complex. The Technology Department has kept pace by refining processes and ensuring systems remain efficient and reliable. While the number of devices and infrastructure demands grows, the department's commitment to customer service and seamless operations remains a top priority. This approach has reinforced the district's confidence in its technology environment.

Strengths

- **Strong Leadership Support:** Consistent backing from district leadership enables the technology team to meet evolving needs and challenges.
- **Customer Service Focus:** The Technology Department delivers responsive, high-quality support across all campuses and departments.
- **Disaster Recovery Preparedness:** The district has a solid disaster recovery plan, ensuring that critical data is protected and recoverable during unforeseen disruptions.
- **Resilient Wide Area Network (WAN):** Hutto ISD has invested in a robust WAN infrastructure, which minimizes the impact of outages and ensures critical district services stay operational even under challenging conditions.
- **Efficient Processes for Maintaining Service Levels:** By implementing efficient workflows and processes, the Technology Department continues to provide consistent, high-level support to the district even as demands grow.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	District growth is increasing the need for technology resources, including equipment, access, and technical support.	Continued growth in the student and staff population.
2	Campuses need stronger alignment on how to use technology infrastructure to effectively support teaching, learning, and student outcomes.	As technology resources evolve, professional learning is necessary to ensure consistent use and integration across campuses.
3	Many student Chromebooks are damaged due to careless handling, leading to an overwhelming amount of in-house repairs. This takes up valuable technician time that could be better spent supporting campuses.	Ineffective handling of Chromebooks has contributed to frequent damage and needed repairs.
4	Outdated and aging technology infrastructure.	Aging infrastructure across several campuses limits the district's ability to meet modern technology needs. Wireless networks require district-wide upgrades, multiple campuses operate on switches beyond their end-of-life, most Uninterruptible Power Supplies (UPSs) need replacing, and some campuses have outdated fiber cabling that cannot support current bandwidth demands.

★ = Priority

Goals

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

Performance Objective 1

(1.1.1) Students in 1st-9th grade will increase 4 percentage points for a goal of 55% in achievement at the top two bands (meets/masters) on the NWEA MAP Reading screening, and increase 7% percentage points for a goal of 45% in achievement at the top two bands (meets/masters) in mathematics.

Evaluation Data Source: NWEA MAP

Strategy 1

1.1.1 Ensure a guaranteed viable curriculum through systematic progress monitoring

Strategy's Expected Result/Impact: Teachers will follow rigorous and grade level aligned curriculum with fidelity to ensure adherence to grade level essential knowledge and skills.

Staff Responsible for Monitoring: Curriculum and Instruction, Principals, Principal Supervisors

Funding Sources: Mathia Licenses LASO Cycle 3, Part B, $60,000, Contract LASO Cycle 3, Part B, $120,000, Carnegie Training LASO Cycle 3, Part B, $20,000

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Some Progress			

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. Hutto ISD seeks to increase 4% in reading to attain 55% at meets or master in reading; 7% growth in math to attain 45% meets and mastery; 5% increase in science to attain 55% meets and mastery; and 4% in social studies to attain 50% meets and mastery.

Evaluation Data Source: Quarterly CBA Data, STAAR Interim, STAAR Data

Strategy 1 ☑ Equity Plan

1.1.2 Enhance MTSS strategies and tracking across the district to ensure tiered support for

Strategy's Expected Result/Impact: Students in all demographic areas will show increases in attainment at meets and mastery levels. Teachers will be equipped with the data and tools necessary to accelerate instruction for struggling learners.

Staff Responsible for Monitoring: Principals, Curriculum and Instruction, Principal Supervisors

Funding Sources: Solution Tree PLC @ Work (Conference) Title II, Part A - (6400) Operating Cost, $13,842

Formative Reviews

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Some Progress			

Strategy 2 ☑ Equity Plan

Offer professional development, materials, and resources for teachers to equip them with the skills and knowledge necessary to effectively support EB students in acquiring language across the four language domains.

Strategy's Expected Result/Impact: STAAR, CBA, NWEA MAP, TELPAS

Staff Responsible for Monitoring: Executive Director
Elementary Curriculum Director

Funding Sources: Title III, Part A LEP - (6400) Operating Cost, $2,000, PD Contracted Services Title III, Part A LEP - (6200) Contracted Services, $16,495

Formative Reviews

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Some Progress			

Strategy 3

Enhance identification of and supports for students identified as Gifted and Talented to ensure they have access to enhanced curricular opportunities.

Strategy's Expected Result/Impact: Gifted and talented learners will increase in mastery level attainment and college readiness indicators.

Staff Responsible for Monitoring: Curriculum and Instruction

Formative Reviews

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Some Progress			

Strategy 4

To effectively reduce dropout rates, we will implement a proactive, multi-faceted approach that focuses on early identification, personalized intervention, and continuous support for at-risk students.

Strategy's Expected Result/Impact: Decrease drop-out rate and increase student meeting grade level expectations

Staff Responsible for Monitoring: Curriculum and Instruction, Director of State and Federal, Campus At-Risk Coordinators

Funding Sources: Materials and Resources SCE - (6100) Payroll Costs: Extra Duty,

Formative Reviews

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Some Progress			

Performance Objective 3 High Priority

(1.1.3) Increase Domain 2A STAAR growth score from a 72 to a 76 in reading and math, ensuring an increase in students attaining growth targets.

Evaluation Data Source: STAAR, CBA, STAAR Interim

Strategy 1

1.1.3 Provide training and consistent coaching and feedback around Tier 1 instructional best practices across the district

Strategy's Expected Result/Impact: Consistency will increase across Hutto ISD related to high quality instructional practices and alignment to grade level curriculum.

Staff Responsible for Monitoring: Principals, Curriculum and Instruction team, Principal Supervisors

Funding Sources: Extra Duty Title IV - (6100) Payroll Costs, $3,000

Formative Reviews

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Some Progress			

Strategy 2

Hutto ISD will enhance the Multi Tiered Systems of Support (MTSS) process to ensure student access to Tier 2 and 3 interventions provided by classrooms teachers.

Strategy's Expected Result/Impact: Students will accelerate learning and increase the percentages of students attaining their expected growth targets.

Staff Responsible for Monitoring: Campus Principals, Curriculum and Instruction

Formative Reviews

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

Performance Objective 1 ☑ HB3 Goal

(1.2.1) CCMR attainment in grades 9-12 will increase.

Evaluation Data Source: TSI, AP exams, Dual Credit Completion, Associate's Degree attainment, Industry based certification numbers, CTE program of study completion, Military enlistment, Work force readiness IEP completion.

Strategy 1

1.2.1 Implement strategic cohort tracking to support individual graduation plan development, scholarship application, FAFSA, and other college readiness programs.

Strategy's Expected Result/Impact: Students will have support earlier in their high school plan from teachers and counselors for successful completion of their graduation plan with attainment of a CCMR indicator.

Staff Responsible for Monitoring: Counselors, Campus Administrators

Formative Reviews

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Some Progress			

Strategy 2

Increase opportunities for high school students through streamlined programs of study, along with expanded access to AP and dual credit opportunities.

Strategy's Expected Result/Impact: Students will have greater access to work force or college experience helping them to define future career goals and attain high rates of college readiness.

Staff Responsible for Monitoring: Curriculum and Instruction, Principals, Counselors, CTE

Funding Sources: VEX CTE Workcell Carl Perkins - (6300) Supplies and Materials, $14,999.94

Formative Reviews

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Some Progress			

Strategy 3

Implementation of the ECHS Bridge Program to support ECHS students passing the TSI, which allows them to take college courses.

Strategy's Expected Result/Impact: Increase in ECHS students passing the TSI.

Staff Responsible for Monitoring: Curriculum and Instruction, ECHS Champions (Campus Teachers)

Formative Reviews

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Some Progress			

Strategy 4

Implement a comprehensive College and Career Readiness (CCR) course for all 8th-grade students to provide early exposure to postsecondary pathways, facilitate exploration of career interests, and support informed graduation planning.

Strategy's Expected Result/Impact: Ensures that every student enters high school with a clear understanding of course options, endorsements, and long-term goals, promoting higher rates of college, career, and military readiness; fewer students changing pathways/programs of study after 9th grade

Staff Responsible for Monitoring: Campus CCR Teachers, Principals, Counselors, CTE, Future Readiness

Formative Reviews

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Accomplished			

Strategy 5

Expand and embed opportunities for students to receive targeted intervention and multiple testing windows for the TSIA2 throughout the school year.

Strategy's Expected Result/Impact: Increased student success on both parts of the TSIA2 exam; Provides timely academic support, increases access to college-readiness assessments, and ensures that all students have repeated opportunities to demonstrate college-level proficiency before graduation.

Staff Responsible for Monitoring: Teachers, Counselors, Principals, Future Readiness

Formative Reviews

November	February	April	June
Considerable Progress			

Performance Objective 2

(1.2.2) Domain 3 STAAR results will show an increase in special population attainment at meets or higher levels to increase Domain 3 score from a 73 to 78.

Evaluation Data Source: CBA, STAAR Interim, STAAR

Strategy 1

1.2.2 Quarterly campus data reviews to ensure students are achieving or exceeding expectations in all student groups

Strategy's Expected Result/Impact: Campus teams will utilize data driven protocols to intervene at campus and student levels. This data analysis will also support principals to identify learning needs for particular student groups, grade levels, or demographics to ensure efforts and alignment to intervention and rigorous instruction.

Staff Responsible for Monitoring: Principal supervisors, campus principals, instructional coaches

Formative Reviews

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Some Progress			

Strategy 2

Increased professional development and refinement of special education program models.

Strategy's Expected Result/Impact: The numbers of students participating with support in the least restrictive environment will increase and their access to grade level curriculum and success will increase.

Staff Responsible for Monitoring: Special Education, Campus Principals

Formative Reviews

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Some Progress			

Performance Objective 3

(1.2.3) Domain 1 STAAR results in all content areas will increase the percentage of students attaining a 'meets' or higher level. from 47% (2024 TAPR) to 53%.

Evaluation Data Source: CBA, STAAR Interim, STAAR

Strategy 1

1.2.3 Implement learning models that extend concepts and encourage learning at a mastery level.

Strategy's Expected Result/Impact: Students at meets or higher level will maintain or increase their performance including Gifted and Talented learners through rigorous extension and activity in the classroom.

Staff Responsible for Monitoring: Principals, Instructional Coaches, Curriculum and Instruction

Formative Reviews

November	February	April	June
Some Progress			

Strategy 2

Enhance Tier 1 instruction through district outlined instructional expectations and coaching and feedback supports.

Strategy's Expected Result/Impact: More students will have access to grade level curriculum through tighter adherence to district curriculum which includes high quality instructional materials and research based instructional practices.

Staff Responsible for Monitoring: Curriculum and Instruction, Principal Supervisors, Principals

Formative Reviews

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Some Progress			

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

Performance Objective 1 ✓ HB3 Goal

(1.3.1) Students in grades 1- 3 will increase the percentage of students achieving grade-level readiness in math on NWEA MAP from 48% in top to tiers to 53% in the top two tiers. The goal for reading is to increase from an average 47% to 53% of students achieving in the top two tiers.

Evaluation Data Source: NWEA MAP, MCLASS

Strategy 1

1.3.1 Increase data monitoring and intervention practices for K-3 students.

Strategy's Expected Result/Impact: School teams will be aware of students in grades K-3 that are need of intervention and enact tier 2 and 3 intervention strategies as well as the MTSS plan promptly.

Staff Responsible for Monitoring: Interventionist, Counselor, Principal

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 2 ✓ HB3 Goal

(1.3.2) Students in grade 3 will increase from 47% to 53% of students achieving at 'meets' or higher on math STAAR assessments and from 54% to 58% on the reading STAAR assessments .

Evaluation Data Source: CBA, Interim STAAR, STAAR

Strategy 1

1.3.2 Ensure a high-quality, aligned curriculum in K-2 with Science of Teaching Reading

Strategy's Expected Result/Impact: The trend will improve in grades 1 and 2 so that less students are below grade level in reading on MAP and other assessment data.

Staff Responsible for Monitoring: Instructional coaches, Principals, Elementary Academics team

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 3 ✅ HB3 Goal

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

Evaluation Data Source: MClass

Strategy 1

1.3.3 Enhance MTSS strategies and tracking across the district to ensure tiered support for students

Strategy's Expected Result/Impact: Students will have the intervention needed in a timely manner to support accelerated learning.

Staff Responsible for Monitoring: Elementary Academics team, Principals, Interventionists

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 4

Support grade-level proficiency in literacy and numeracy through targeted instruction and family engagement with educational resources.

Evaluation Data Source: STAAR Results, Parent Perception Survey

Strategy 1

Ensure students receive the academic support they need to reach grade-level proficiency in literacy and numeracy. Actively involve families in their child's educational journey by providing access to online platforms, reading materials, educational games, and activities that support foundational skills.

Strategy's Expected Result/Impact: Improved foundational skills, greater student engagement, and enhanced academic achievement for all learners.

Staff Responsible for Monitoring: Curriculum and Instruction, Parent and Family Engagement, Director of State and Federal

Funding Sources: Online platforms, Reading materials, Educational games, Resources Title I, Part A - (6300) Supplies and Materials, $6,500

Formative Reviews

Some Progress			
November	**February**	**April**	**June**

Strategy 2

Enhance parent outreach through training, resources, and communication that empower families to support English language development at home using learning kits to build academic language and reading skills.

Strategy's Expected Result/Impact: Increased retention and deeper understanding of content knowledge
Foster a stronger home-school partnership

Staff Responsible for Monitoring: Director of Elementary Curriculum and Instruction, Bilingual Specialist

Funding Sources: At-Home Learning Kits Title III, Part A LEP - (6300) Supplies and Materi, $3,600, Latino Literacy Kits for Literacy/Family Connection (Kits/ training for CCES/VHES) Title III, Part A LEP - (6300) Supplies and Materi, $4,200

Formative Reviews

Some Progress			
November	**February**	**April**	**June**

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 Source: Panorama Student Perception Survey

Strategy 1

1.4.1 Ensure a comprehensive district mental and physical health approach with a consistent counseling curriculum, health services support and program guidelines.

Strategy's Expected Result/Impact: Students have access to resources to improve mental health, relationships, and academic engagement. Students across the district will use a common language for leadership through the Leader in Me curriculum.

Staff Responsible for Monitoring: Counselors, Student Services Team

Formative Reviews

November	February	April	June
Some Progress			

Strategy 2

By June 2025, help campuses identify military-connected students, coordinate services, promote awareness, and guide them toward earning or maintaining the Purple Star Designation, to improve student engagement.

Strategy's Expected Result/Impact: Purple Star Campus Designation
Improved state performance results for military-connected students

Staff Responsible for Monitoring: Director of State and Federal Programs

Funding Sources: Training Staff Title II, Part A - (6100) Payroll Costs,

Formative Reviews

November	February	April	June
Moderate Progress			

Performance Objective 2

(1.4.2) Special education students attaining meets or higher will increase from 18% to 22% in both reading and math on STAAR assessment (Domain 3).

Evaluation Data Source: CBA, STAAR Interim, STAAR

Strategy 1

1.4.2 Utilize an outcomes-based approach to special education programs and Individualized Education Plans with regular tracking of special education outcomes.

Strategy's Expected Result/Impact: Students in special education will have higher exposure to grade level rigorous curriculum with a focus on individualized supports.

Staff Responsible for Monitoring: Special Education department, Principals, Department Chairs

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 3

(1.4.3) District discretionary discipline referrals will decrease in all student populations.

Evaluation Data Source: Discipline reporting data

Strategy 1

1.4.3 Implement strategies to promote a positive school climate and increase belonging.

Strategy's Expected Result/Impact: Students will engage in positive ways in school with increased strategies for reaction in adverse situations resulting in less discretionary behavior incidents.

Staff Responsible for Monitoring: Student Services, Principals, Counselors

Funding Sources: Leader in Me Participation Guides Title IV - (6300) Supplies and Materials, $22,000

Formative Reviews

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Some Progress			

Goal 5 (2.1) Increase the percentage of highly qualified staff.

Performance Objective 1

(2.1) Design comprehensive human capital management systems

Evaluation Data Source: Staff retention, Certification Data, TIA data

Strategy 1

(2.1.1) Implement the Enriched Pathways apprenticeship program to fill vacancies in high need areas.

Strategy's Expected Result/Impact: Most students will have access to highly qualified and well trained teachers with longer term commitment to Hutto ISD.

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	February	April	June

Strategy 2

(2.1.2) Prescreen all teacher applications to ensure high quality candidates.

Strategy's Expected Result/Impact: New employees to Hutto ISD will increasingly align to Hutto ISD mission, vision, and performance standards.

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	February	April	June

Strategy 3

2.1.3 Create and implement staffing ratios for all job families to increase efficiencies of district resources.

Strategy's Expected Result/Impact: Staff will be appropriately distributed to best meet the needs of campus and student goals and needs.

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	February	April	June

Strategy 4

Provide focused, evidence-based professional learning opportunities designed to strengthen instructional practices, address campus and district priorities, and support staff in meeting high standards of teaching and leadership.

Strategy's Expected Result/Impact: Improved instructional practices and student achievement. (District achievement results)
Enhanced staff satisfaction and retention (staff retention survey)

Funding Sources: Title I - Professional Development Title I, Part A - (6200) Contracted Services, , Contracted Services Title II, Part A - (6200) Contracted Services, , Training Programs/Courses Title I, Part A - (6400) Operating Cost, , Professional Development Title II, Part A - (6400) Operating Cost, , Title I- Materials/ Resources Title I, Part A - (6300) Supplies and Materials, , Training Materials and Resources Title II, Part A - (6300) Supplies and Materials, $3,500

Formative Reviews

November	February	April	June
Some Progress			

Goal 6 (2.2) Expand strategies that attract and retain high-performing talent.

Performance Objective 1

(2.2.1) Reduce the turnover rate of teacher and staff resignations.

Evaluation Data Source: Staff retention data, TIA data

Strategy 1

(2.2.1) Maintain a competitive salary schedule based on market/regional values.

Strategy's Expected Result/Impact: Reduce the turnover rate of teacher and staff resignations.

Staff Responsible for Monitoring: Human Resources, Finance

Formative Reviews

November	February	April	June

Strategy 2

(2.2.2) Expand TIA/NBCT opportunities.

Strategy's Expected Result/Impact: Enhance teacher effectiveness while also improving teacher retention through increased compensation.

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	February	April	June

Strategy 3

(2.2.3) Implement Satisfaction Valuation processes to assess culture in departments/campuses.

Strategy's Expected Result/Impact: Provide campus and department leaders the tools and data needed to improve culture and processes toward staff satisfaction and retention.

Staff Responsible for Monitoring: Human Resources, Department and Campus Leaders

Formative Reviews

November	February	April	June

Strategy 4

Support early career teachers by providing a holistic approach and mentoring partnership to improve the longevity of educators in the profession.

Strategy's Expected Result/Impact: Retention of early career teachers new to Hutto ISD. Building leadership capacity with veteran teachers.

Staff Responsible for Monitoring: Director of Human Capital

Funding Sources: Mentor Resources including Lead4ward Mentor books and New Teacher books Title II, Part A - (6300) Supplies and Materials,

Formative Reviews

November	February	April	June

Goal 7

(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) Employees of Hutto ISD show continuous improvement through coaching and feedback cycles.

Evaluation Data Source: Evaluation data, TIA, TTess Data

Strategy 1

2.3.1 Implement a goal-oriented, standards-based evaluation system in multiple departments linked to the strategic plan and individual goal setting and achievement.

Strategy's Expected Result/Impact: Departments will implement a goal-oriented, standards-based evaluation system, resulting in enhanced alignment with the district's strategic plan and fostering individual goal setting and achievement to improve overall departmental performance.

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	February	April	June

Strategy 2

(2.3.2) Implement Progressive Discipline with employees outlining expectations, training, and documentation processes

Strategy's Expected Result/Impact: District leaders and managers will be supported with a progressive discipline system that clearly outlines expectations, provides targeted training, and establishes thorough documentation processes, leading to improved employee accountability and performance.

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	February	April	June

Strategy 3

(2.3.3) Create a Supervisor's Toolkit for guidance to include the implementation of risk management systems, supervisory protocols, timelines, and responses

Strategy's Expected Result/Impact: Supervisors in Hutto ISD will be supported with tools to increase their efficiency and support their leadership capacity with both operational and coaching roles.

Staff Responsible for Monitoring: Human Resources

Formative Reviews

November	February	April	June

Goal 8 (3.1) Meaningfully engage parents and community as inclusive partners.

Performance Objective 1

3.1.1 Increase the number of high-level engagement activities across the district.

Evaluation Data Source: Parent Engagement Playbook, Campus event sign-in sheets

Strategy 1

3.3.2 Strengthen family and community engagement by equipping staff with training, support, strategies, and resources that foster active participation and open communication with families.

Strategy's Expected Result/Impact: Increased family participation in school activities and events (as described in PFE Playbook), improved communication between families and staff, and higher parent satisfaction with school engagement efforts as indicated on PPS.

Staff Responsible for Monitoring: Parent Family Engagement, Principals

Funding Sources: Watch Dogs Kits Title I, Part A - (6300) Supplies and Materials, $1,500

Formative Reviews

November	February	April	June
Some Progress			

Strategy 2

3.1.1 Offer (at least) quarterly learning and engagement opportunities on a range of related topics (ie academic support, health, safety, and student well-being) for parents and community

Strategy's Expected Result/Impact: Parents increase in trust with school and district partnerships and are more knowledgeable partners.

Staff Responsible for Monitoring: Parent Family Engagement, Principals

Funding Sources: PFE Resources Title I, Part A - (6300) Supplies and Materials, $5,000

Formative Reviews

November	February	April	June
Some Progress			

Strategy 3

Implement a feedback system to gather input from families and community members on the types of engagement activities they find most valuable and enjoyable.

Strategy's Expected Result/Impact: At least 20% participation in the Fall and Spring Parent Perception Survey.

Staff Responsible for Monitoring: PFE Team, Campus Principals

Formative Reviews

November	February	April	June
Moderate Progress			

Performance Objective 2

3.1.2 Ensure at least 80% of parents and community members feel welcomed and well-informed throughout the school year.

Evaluation Data Source: Fall and Spring Parent Perception Survey

Strategy 1

3.1.2 Streamline communication to ensure timely and relevant access to information (i.e. website, newsletters, parent square, etc.)

Strategy's Expected Result/Impact: Parents are connected to critical district information for safety, well being, and academic information.

Staff Responsible for Monitoring: Communication team

Formative Reviews

November	February	April	June
Some Progress			

Strategy 2

Support campuses in creating and customizing a comprehensive Parent and Family Engagement Playbook that outlines best practices, communication plans, event calendars, and engagement protocols tailored to the community's needs.

Strategy's Expected Result/Impact: A fully developed, campus-customized PFE Playbook designed to increase staff confidence and capacity for meaningful family engagement, resulting in more structured and purposeful engagement efforts.

Staff Responsible for Monitoring: PFE Team

Formative Reviews

November	February	April	June
Moderate Progress			

Goal 9 (3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 1

(3.2.2) Expand strategic access to resources as a result of community partnerships and engagement.

Evaluation Data Source: volunteer hours, monetary donations, or supply donations

Strategy 1

3.2.2 Build a district partnership network with community agencies, businesses, and colleges to connect schools with resources and supports for students and families.

Strategy's Expected Result/Impact: Strengthened partnerships with community members to increase support for Hutto ISD students will benefit both students and community members through enhanced relationship. Students and families will have expanded access to resources.

Staff Responsible for Monitoring: Communications and Community Relations Department

Formative Reviews

November	February	April	June
Some Progress			

Strategy 2

3.2.3 Engage stakeholders through ongoing meetings and events to share progress, gather input, and explore opportunities for collaboration.

Strategy's Expected Result/Impact: Increase opportunities for stakeholder participation and feedback, Hang with the Hippos, etc.

Staff Responsible for Monitoring: Communications and Community Relations Department

Formative Reviews

November	February	April	June
Some Progress			

Strategy 3

Increase opportunities for volunteers by actively recruiting parents and community members, providing ongoing support and recognition, and encouraging sustained engagement to ensure meaningful and rewarding experiences within the school community

Strategy's Expected Result/Impact: Increase the number of active volunteers and volunteer hours to help make an impact across the district.

Staff Responsible for Monitoring: Volunteer Coordinators, Parent and Family Engagement Team

Formative Reviews

November	February	April	June
Some Progress			

Performance Objective 2

(3.2.1) Increase student workforce experiences through internships, sponsorships, and other community business opportunities.

Evaluation Data Source: CCMR data, Internship Participation

Strategy 1

3.2.1 Create CTE partnerships to increase opportunities for student learning experiences.

Strategy's Expected Result/Impact: The strategy is expected to result in increased student participation in internships and workforce experiences, stronger partnerships with local businesses, and improved career readiness through real-world skill development.

Staff Responsible for Monitoring: CTE Director, Parent Family Engagement, Principal Supervisor

Formative Reviews

November	February	April	June
Some Progress			

Strategy 2

Students enrolled at RHA will participate in career and college exploration by engaging with employers and post-secondary educational options.

Strategy's Expected Result/Impact: Connects RHA students to postsecondary options, industry-driven training opportunities, and real-world workforce experiences.

Staff Responsible for Monitoring: CTE, Future Readiness, RHA Principal, RHA Counselor

Formative Reviews

November	February	April	June
Some Progress			

Strategy 3

Facilitate fall and spring mock interviews for students at RHA in collaboration with local industry partners aligned to student career interests. Workforce Solutions will provide targeted instruction and preparation to build interviewing skills, strengthen professional communication, and increase students' confidence and readiness for future employment opportunities

Strategy's Expected Result/Impact: Students gain practical interviewing experience and constructive feedback, improving communication, professionalism, and confidence in real-world job settings. It also fosters meaningful networking, mentorship opportunities, and a clearer understanding of local career pathways.

Staff Responsible for Monitoring: Future Readiness, RHA Principal, RHA Counselor, RHA Teachers

Formative Reviews

November	February	April	June
Some Progress			

Goal 10 (4.1) Optimize financial resources to achieve student outcomes.

Performance Objective 1

(4.1.1) Development and utilization of tools to quantify the alignment between budget allocations and student outcomes

Evaluation Data Source: Budget analysis, FIRST Rating

Strategy 1

(4.1.1) Develop and implement a robust resource allocation framework that considers financial efficiency and the impact on student success

Strategy's Expected Result/Impact: Hutto ISD staff will have the tools and knowledge to make improved decisions that impact budget toward purchases that will have greater impact on student outcomes.

Staff Responsible for Monitoring: Finance

Formative Reviews

November	February	April	June
Some Progress			

Strategy 2

(4.1.2) Track the alignment between budget allocations and student outcomes, ensuring data is reviewed and reported quarterly.

Strategy's Expected Result/Impact: Hutto ISD staff will have the tools and knowledge to make improved decisions that impact budget toward purchases that will have greater impact on student outcomes.

Staff Responsible for Monitoring: Finance

Formative Reviews

November	February	April	June
Moderate Progress			

Strategy 3

(4.1.3) Develop and implement a comprehensive plan to ensure the institution complies with best practices and all regulations

Strategy's Expected Result/Impact: Hutto ISD will continue to perform with high reliability in financial services and ensure compliance with all regulations.

Staff Responsible for Monitoring: Finance

Formative Reviews

November	February	April	June
Moderate Progress			

Goal 11 (4.2) Address capital improvement needs to accommodate growth and maximize efficiency in support of student success.

Performance Objective 1

(4.2.1) Update Master Facilities Assessment Plan / develop/maintain and conduct regular reviews of the district's MFAP

Evaluation Data Source: Updated Master Facilities Assessment Plan (includes data and assessments from 2017, 2019, 2022 that informed the May 2019 and May 2023 Bond)

COMPONENTS - Builds on the assessments of 2017, 2019, 2022 which informed the May 2019 and May 2023 Bond; the Plan should include documentation of Capital Improvement as each Bond Program unfolds and is delivered; the Plan, a living document, is an engineering analysis of all building systems: Mechanical, Electrical, HVAC, Plumbing, Roofing & Facade, as well as Civil and Architectural Finishes; the Plan is vital in helping to inform future Long Range Master Facilities Planning committee work.

Strategy 1

(4.2.1) UPDATED MFAP (Master Facilities Assessment Plan)

Strategy's Expected Result/Impact: Reduction in planning timelines; ensures equity of facilities and equipment; streamlines cost estimation. Quality plans in place to support bond sales and bond ratings analysis.
* Projects completed on time
* Projects completed in budget

Staff Responsible for Monitoring: Director of Facilities and Capital Improvement, Director of Maintenance, Assistant Superintendent for Operations

Formative Reviews

November	February	April	June

Performance Objective 2

(4.2.2) Develop a formal Equipment Replacement Plan (ERP). The objective is to inform the annual budget process/or strategic use of M&O - I&S funding.

Evaluation Data Source: ERP (Equipment Replacement Plan) that documents:
* Creation and Maintenance of a "living" document, with cross-functional collaboration
* Inventory of capitalized equipment for: facilities, fleet, athletics, fine arts, as well as general learning areas, libraries & playgrounds
* The ERP shall capture life cycle replacement and shall be updated with estimated replacement costs annually

Strategy 1

(4.2.2) Establish the ERP committee that builds on the existing Fleet Replacement Plan and Technology Equipment Replacement Plan. Establish regular meetings of the committee and provide updates for ELT and Board Review.

Strategy's Expected Result/Impact: Reduction in planning timelines; ensures equity of facilities and equipment; streamlines cost estimation. Quality plans in place to support bond sales and bond ratings analysis.
* Projects completed on time
* Projects completed in budget

Staff Responsible for Monitoring: Director of Facilities and Capital Improvement, Director of Maintenance, Director of Transportation, Director of Technology, Director of Fine Arts, Director of Athletics, Director of SpED, Director of Elementary and Secondary Education, Director of CTE, Assistant Superintendent for Operations

Formative Reviews

November	February	April	June

Goal 12 (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 1

(4.3.1) Maximize TEA safety grants and local funding in support of TEA Safety requirements.

Evaluation Data Source: TEA Grant Documentation
EOP Planning Updates and Reports to the Board of Trustees
Construction and Capital Improvement Priorities that identify Safety Upgrades

Strategy 1

(4.3.1) Utilize Awarded Safety Grant allocations to supplant local funding in support of TEA Safety Requirements Additionally, ensure all I&S budgeting for eligible new projects/renovated projects comply with all TEA Safety Requirements

Strategy's Expected Result/Impact: Compliance with TEA Safety Standards; enhanced campus and student/staff; yearly improvement noted in climate survey data

Staff Responsible for Monitoring: Emergency Operations Coordinator; Assistant Superintendent for Operations

Formative Reviews

November	February	April	June

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $305,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Funding extra duty

Title I Summary

Title I

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$124,100.00
				+/- Difference	**$124,100.00**

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Title I - Professional Development	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,100.00
				+/- Difference	**$1,100.00**

Title I, Part A - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1	Online platforms, Reading materials, Educational games, Resources	--	$6,500.00
5	1	4	Title I- Materials/ Resources	--	$0.00
8	1	1	Watch Dogs Kits	--	$1,500.00
8	1	2	PFE Resources	--	$5,000.00
				Sub-Total	$13,000.00
				Budgeted Fund Source Amount	$19,819.00
				+/- Difference	**$6,819.00**

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Training Programs/Courses	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,400.00
				+/- Difference	**$3,400.00**

Title II, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Training Staff	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$145,142.00
				+/- Difference	**$145,142.00**

Title II, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Contracted Services	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$24,000.00
				+/- Difference	**$24,000.00**

Title II, Part A - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Training Materials and Resources	--	$3,500.00
6	1	4	Mentor Resources including Lead4ward Mentor books and New Teacher books	--	$0.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00

Title II, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Solution Tree PLC @ Work (Conference)	--	$13,842.00
5	1	4	Professional Development	--	$0.00
				Sub-Total	$13,842.00
				Budgeted Fund Source Amount	$13,845.00
				+/- Difference	**$3.00**

Title III, Part A LEP- (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$126,801.00
				+/- Difference	**$126,801.00**

Title III, Part A LEP - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	PD Contracted Services	--	$16,495.00
				Sub-Total	$16,495.00
				Budgeted Fund Source Amount	$30,000.00
				+/- Difference	**$13,505.00**

Title III, Part A LEP - (6300) Supplies and Materi

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2	At-Home Learning Kits	--	$3,600.00
3	4	2	Latino Literacy Kits for Literacy/Family Connection (Kits/ training for CCES/VHES)	--	$4,200.00
				Sub-Total	$7,800.00
				Budgeted Fund Source Amount	$11,265.00
				+/- Difference	**$3,465.00**

Title III, Part A LEP - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		--	$2,000.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$7,650.00
				+/- Difference	**$5,650.00**

Title IV - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Extra Duty	--	$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$5,710.00
				+/- Difference	**$2,710.00**

Title IV - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,290.00
				+/- Difference	**$22,290.00**

Title IV - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Leader in Me Participation Guides	--	$22,000.00
				Sub-Total	$22,000.00
				Budgeted Fund Source Amount	$1,549.55
				+/- Difference	**-$20,450.45**

Title IV - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

SCE - (6100) Payroll Costs: Extra Duty

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Materials and Resources	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$419,000.00
				+/- Difference	**$419,000.00**

Carl Perkins - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,600.00
				+/- Difference	**$5,600.00**

Carl Perkins - (6300) Supplies and Materials

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	VEX CTE Workcell	--	$14,999.94
				Sub-Total	$14,999.94
				Budgeted Fund Source Amount	$55,436.00
				+/- Difference	**$40,436.06**

LASO Cycle 3, Part B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Mathia Licenses	--	$60,000.00
1	1	1	Contract	--	$120,000.00
1	1	1	Carnegie Training	--	$20,000.00
				Sub-Total	$200,000.00
				Budgeted Fund Source Amount	$200,000.00
				+/- Difference	$0.00