

Hutto Independent School District



Hutto Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

At Hutto Elementary School, we inspire all students to achieve excellence in academics, character, and community.

Vision

The vision of Hutto Elementary School is inspiring excellence.

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Comprehensive Needs Assessment

Demographics

Summary

Hutto Elementary has experienced an exponential amount of growth within recent years. The student population has grown 65% from an enrollment of 498 students in 2020 to 820 students in 2024/2025 school year. The school student body is predicted to be at over 1,000 students within the next 5 years. The staff includes 57 teachers, and 19 educational aides. Next year, each grade level is predicted to have a team of 5-6 teachers. Hutto Elementary School is the second largest elementary school in the district and currently serves the large geographic area in the district. The school serves students in grades pre kindergarten through fifth grade.

Hutto Elementary is located in Hutto, Texas, in Central Texas. The main building was constructed in 1985. A classroom wing and gym were added in 1998; another classroom wing was completed in 2007. Major renovations of the campus began in May 2020. The renovation has included: two new playground spaces; a remodeled and expanded front office; a renovated and expanded health office; remodeled and expanded rooms in the kindergarten hallway, the creation of a new two-story instructional wing that includes twelve classrooms, an art room with in-house kiln, and modernized integrative media center; the creation of additional administrative spaces; a remodeled cafetorium that consists of a new stage, expanded kitchen, and additional seating; as well as the installation of grade-level specific collaborative spaces. The final phase of the current renovation, which involved the modernization of the gym, was completed just before the start of the 2022-2023 school year. In March 2023, the large playground was modified to include wheelchair-accessible surfacing, a pour and play zone, and shade. At the start of the 2023-2024 school year, the school acquired 3 portables for 5th grade to accommodate our rapidly growing student population. In the 2024-2025 school year, another portable was added to support the 4th grade population that moved into the portables.

ENROLLMENT BREAKDOWN

Enrollment for the 2024-2025 school year as of 4/2/2025 was **820-female-399-(48.66%); male-421-(51.34%)**.

Enrollment based on ethnicity and race-

Hispanic - 348 (42.44%)
White - 258 (31.46%)
Black-African American - 111 (13.54%)
Two or More - 51 (6.22%)
Asian - 47 (5.73%)
American Indian-Alaskan Native - 4 (0.49%)
Native Hawaiian-Pacific Islander 1 (0.12%)

Economically Disadvantaged-

Total 285 students (34.76%). Further breakdown is as follows:
Free meals - 242 students (29.51%)
Reduced meal prices - 40 students (4.88%)
Other Economic Disadvantage 3 students (0.37%)

In 2024-2025, **ALL students enjoyed free breakfast.**

Other categories of students-

Homeless (doubled up)- 7 students (0.85%); **Emergent Bilingual**-85 students (10.37%) **ESL**- 71 students (8.66%)

SpED Program

There are a total of **119 students (14.51% of the total student population in 2024-2025)** in the SPED program (including speech students as well). The breakdown of ethnicities is as follows:

GT Program

There are **62 (7.56%) gifted learners** for the 2024-2025 school year.
27 female (42.54%), 35 male (56.45%)

Number of students per grade level-

Kindergarten-6
1st grade - 5
2nd grade - 8

3rd grade - 17
4th grade - 13
5th grade - 17

Ethnicity breakdown is as follows:
His/Lat- 22 (35.48%)
Non His/Lat- 40 (64.51%)

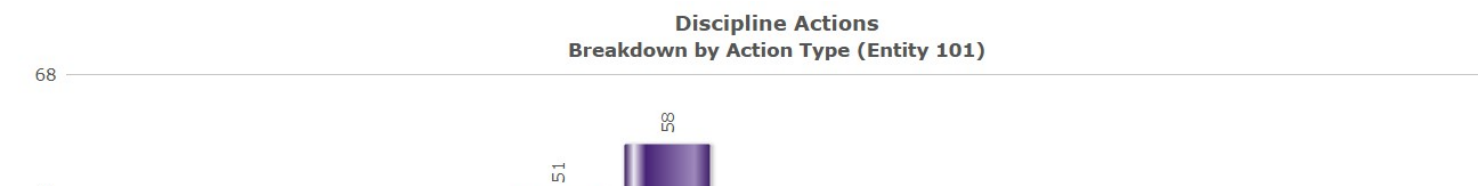
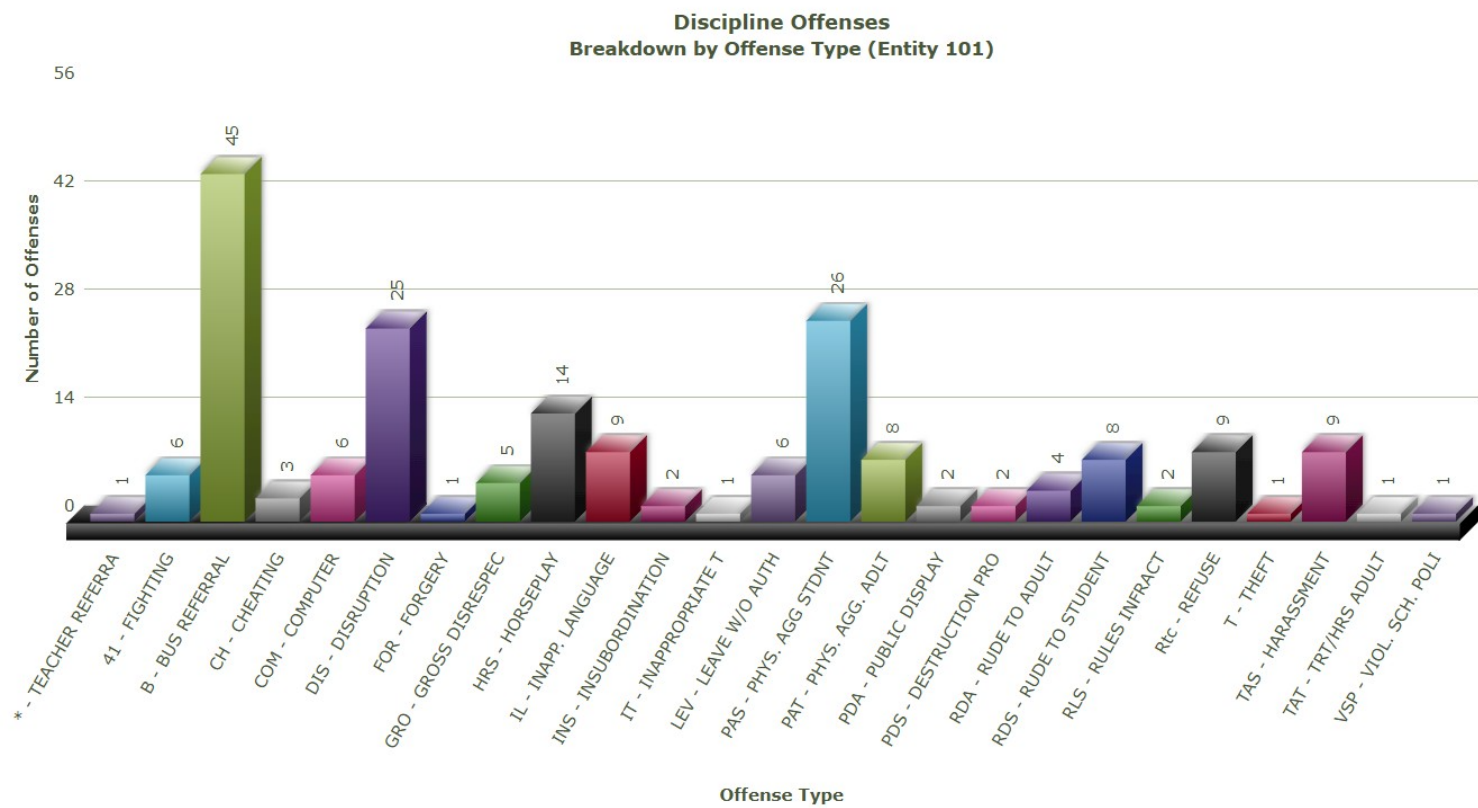
Dyslexia Program

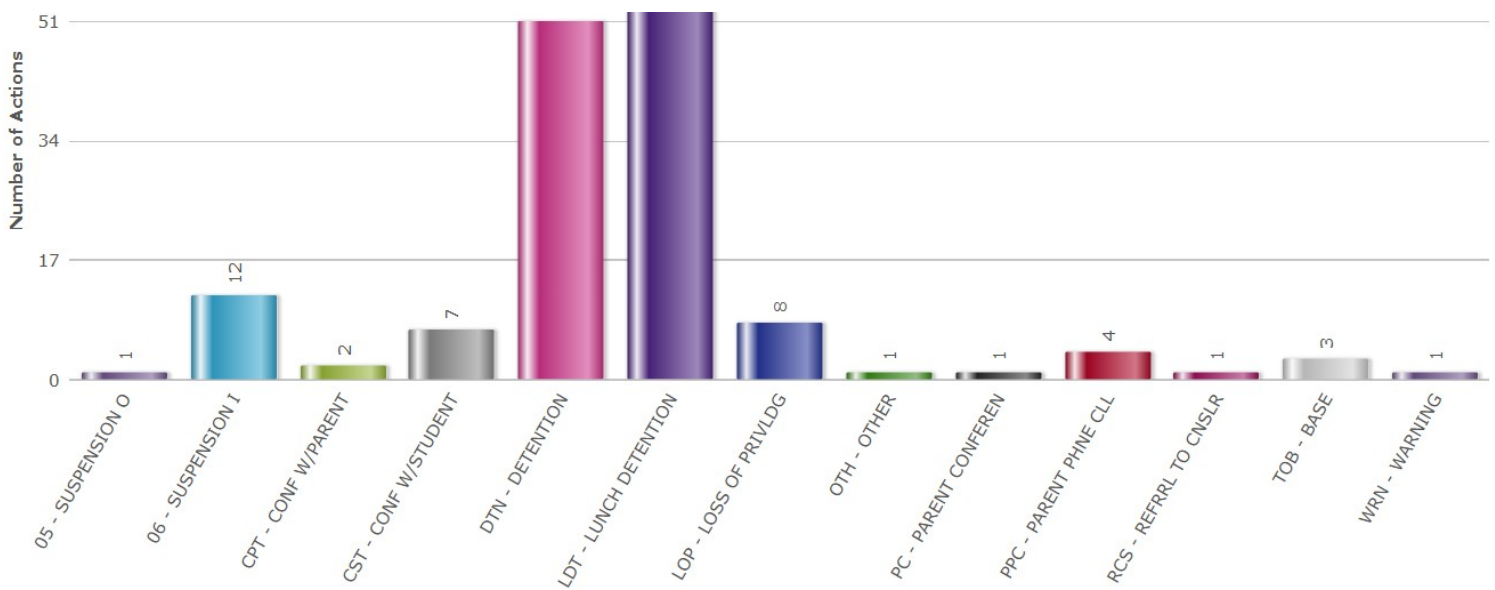
There are 51 students in the Dyslexia program (6.22% of the total student population in 2024-2025). Females 25 (49.01%) Males 26 (50.98%)

Ethnicity breakdown is as follows:
White - 23 (45.09%)
Hispanic - 21 (41.17%)
Two or more - 2 (3.92%)
African/American - 5 (9.80%)

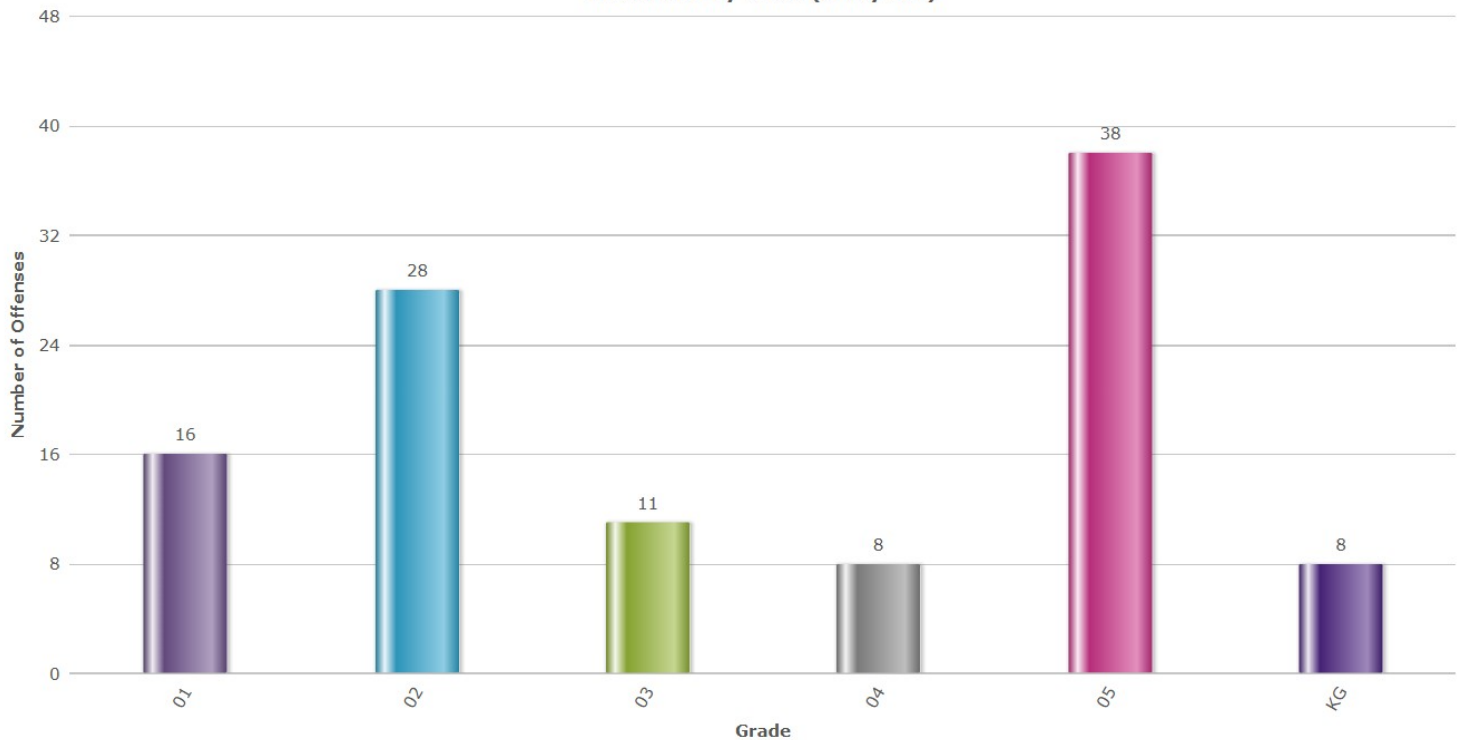
Discipline Referral Rate

As of 4/2/25, there have been approximately 109 discipline referrals made this year. Here is the breakdown by offense type, disciplinary action by ethnicity, and discipline offenses by grade.





**Discipline Offenses
Breakdown by Grade (Entity 101)**



STAFF QUALITY, RECRUITMENT AND RETENTION- includes all staff

Total Staff

Teachers - **57** (includes 7 SPED teachers, 2 dyslexia teachers, 1 interventionists, 1 GT teacher (does not include the other 5 GT teachers), 1 Behavior teacher)

Paraprofessionals-**19**

Counselors-**3** (1 part time)

Nurse/Librarian/LSSP/Speech Pathologist, ARD Facilitator-**5** (one of speech paths is a contractor)

Office Staff-**3** (receptionist, PEIMS clerk, Principal's secretary)

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Campus Administration - 4 (1 Principal, 2 assistant principals, 1 Instructional Coach)
Campus Officer -1
Cafeteria - 5
Custodial - 5

Staff Years of service: - Results from 46 staff members

- 0-5 years -17 -(37 %)
- 6-10 years -12- (26%)
- 11-20 years - 13 -(28 %)
- Over 20 years - 4 -(8%)

Summary: 0-10 years- 29 (63%)_ and more than 10 years-17 (36%)

Bachelor's degree -35- (76%)
Master's degree - 8- (17%)
No degree - 3 -(6%)

ESL certified - **31** (includes counselor, principal, assistant principal)
GT trained (30 hours training and annual 6 hour updates - **6** (includes counselor, principal, assistant principal)
SPED certified (teacher certification)- **8** (includes teachers and assistant principal)

Staff Ethnicity breakdown:

- White -32 - (70 %)
- Hispanic - 8- (17%)
- Black - 1 - (2%)
- Asian-3 -(7%)
- Native American -1- (2%)
- Two or more races- 1- (2%)

PARENTS/GUARDIANS and COMMUNITY

Community Demographics:

- According to “World Population Review”, population Growth: As of 2025, Hutto's population is approximately 45,900, reflecting significant growth in recent years.
- According to “World Population Review”, Age Distribution: The median age is 35 years, indicating a relatively young population.
- According to “Data USA”, Ethnic Composition: The community is diverse, with the largest ethnic groups being White (Non-Hispanic) at 48%, Two or More Races (Hispanic) at 14.6%, and White (Hispanic) at 13.7%.
- According to “Data USA” Languages Spoken: Approximately 33.8% of residents are Hispanic, suggesting that Spanish is a commonly spoken language alongside English.

Major Employers and Employment Patterns:

- Local Employment: Hutto hosts several significant employers, including Tesla, which invested \$1.5 million in a new facility in early 2024.

Commuting Trends: Given Hutto's proximity to larger cities like Austin, many residents commute for work, while others are employed locally.

Educational Expectations and School Involvement:

- **Post-Graduation Paths:** The community places a strong emphasis on higher education, with many students pursuing college degrees. Local institutions like Temple College and Texas State Technical College offer accessible higher education options.
- **School Participation:** Hutto Independent School District (Hutto ISD) serves approximately 10,035 students across 15 schools. The district's minority enrollment is 63.78%, and 43.05% of students are economically disadvantaged.
- **School Types:** While Hutto ISD is the primary educational body, there are also charter and private schools in the area, though public schools remain predominant.

Community Safety and Crime Data:

- **Crime Rates:** Hutto is considered a safe community, with a violent crime rate of 1 in 1,491 and a property crime rate of 1 in 102.
- **Law Enforcement:** The Hutto Police Department actively monitors and reports crime statistics to maintain community safety.

Correctional Facilities:

- There are no major prisons or juvenile detention centers located directly within Hutto.

Adult Education Services:

- Residents have access to adult education resources through institutions like Temple College, which offers various programs at the East Williamson County Higher Education Center in Hutto

Higher Education Institutions:

- Hutto is home to the East Williamson County Higher Education Center, hosting institutions such as Temple College and Texas A&M University-Central Texas, providing residents with opportunities for higher education and workforce training.

Overall, Hutto is a thriving and safe community with a focus on education, local employment, and active community involvement.

Strengths

- Staff steps up and helps when needed regardless of the situation.
- SOR officer and Boys' Lunch
- Lunch Bunch provided by counselor
- We have a healthy GT population of students who are served by a team of GT Teachers.
- Dyslexia is being identified within all races and is served with 2 full-time highly qualified teachers.
- Social committee/PTA treats throughout the year..
- One interventionist on campus to serve reading and math.
- PTA supports our campus and provides opportunities to earn money for our school. (teachers given choice on how to spend funds earned).
- Major Fundraisers in both Fall and Spring to raise funds for our school.
- Different activities for student and family engagement after school hours such as - Sneaker Ball, Valentine's Dance, Dudes' Night, Ladies' Night, etc.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Hutto Elementary's rapid student enrollment growth has exceeded available building capacity, resulting in increased reliance on portable classrooms and larger instructional teams that present collaboration and instructional alignment challenges.	Citywide population increases and new housing developments have outpaced district facilities planning, leading to overcrowding and over-reliance on portables.
2★ With 35% of students economically disadvantaged, 10% emergent bilingual, and 15% receiving special education services, the school must strengthen systems to ensure equitable access to rigorous instruction and individualized supports to close achievement gaps.	A rising population of emergent bilingual, SPED, and economically disadvantaged students requires differentiated support structures, but staffing certifications and specialized training have not scaled at the same rate.
3 The majority of staff are early in their careers, and the staff ethnic/racial makeup does not reflect the diversity of the student population. These factors create challenges in building long-term capacity, cultural responsiveness, and sustaining effective instructional practices during rapid growth.	A high percentage of newer teachers requires ongoing, intensive professional development. Limited diversity among staff may affect cultural representation, connections with students, and community engagement.

★ = Priority

Student Learning

Summary

At Hutto Elementary we believe it is our job to help students reach their highest potential. It is our job to meet the needs of ALL students, including both high-achieving and struggling students. When students meet/exceed grade-level standards, it is our responsibility to accelerate and extend their learning to higher-level thinking, as well as real-world application. When students do not meet the grade level standards or are below them, it is our responsibility to provide instruction that will help them grow and close the gaps they have in learning. We understand that differentiation is an essential element that must be in practice in each classroom at all times so that these things can be accomplished. We also understand that for our students to be successful, the entire child must be taken into account.

Strengths

- 2nd grade showed an increase in achievement in reading and math (MAP)
- 3rd grade showed an increase in achievement in reading and math (MAP)
- STAAR 5th Grade Math, Reading, & Science continued improvement
- Continued growth in 2nd-5th ELA on CBA
- Masters in ELA is growing in 2nd and 3rd
- Math on MAP is growing in achievement 2nd, 3rd, 4th
- Walkthroughs occur more during SPARK and small group times
- For the African American population, three grade levels are showing high growth and high achievement on Reading MAP
- HES is scoring higher across subjects and grade levels than CCES.
- We use our digital data wall to track and have discussions using protocols to review our ELA and Math Screener data and CBA data, as well as be able to have access to student data anywhere and at any time.
- Technology instruction (STEM) has also increased the proficiency of technology skills for all students.
- Students have direct instruction on keyboarding so they can type fluently on computer-based standardized tests.
- Adoption of the RACE Strategy when responding to questions in writing at almost every grade level.
- Some grade levels are tracking their own data to aid student-ownership of learning.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	1st-grade achievement is the same from BOY to MOY on Math MAP.	Students are not fluent in math facts. Students lack number sense and place value knowledge (Place Value not taught until March, according to the HIPS)
2	Only 2nd and 3rd grades showed an increase in achievement on Math MAP.	Students are not fluent in math facts. Students lack number sense and place value knowledge. Students struggle to understand word problems.
3	Only 1st grade did not show an increase in achievement on Reading MAP.	Students are not used to testing on the computer.
4 ★	Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.
5	About 30% of African Americans are not showing growth in reading on MAP (except 2nd).	Cultural/background knowledge is different than what they are tested over
6	In 3rd and 4th grades, there are less than 10% of African Americans scoring masters on Math & Reading STAAR.	Wording on tests may be unfamiliar

7

A large percentage of students in grades K-2 are scoring red and yellow on MCLASS K: 35% 1st: 56% 2nd: 50%

Fluency is not where it should be to do well on the MCLASS assessment

8
★

SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.

Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

9

Students lack the knowledge of grammar and mechanics, as well as being able to write across contents for various purposes.

Students don't generalize rules that are taught. There is more of a focus on Reading & Math than Writing.

★ = Priority

School Processes & Programs

Summary

T-TESS and SLO goals are set by all teachers at the beginning of the year. We use PLC and DDI time weekly to analyze and dissect student data to identify at-risk students. The district launched the DataWise program to help look at this data in a more meaningful way.

Hiring letters are provided to applicants to let them know what we stand for, and interview committees are created so that teachers have input in the recruitment process. New teachers are given a mentor for two years to provide support and help them grow as teachers. The district provides opportunities for outside professional development and Reading Academy training for all K-3 teachers.

We have multiple guidelines in place for emergency situations, including monthly drills and a crisis team.

At HES, STEM is emphasized through Makerspace activities & STEM/Career Day. Special services are provided to our students, including GT, SPED, Dyslexia, and pull-out intervention during SPARK. There are also opportunities for growth outside of academics, including Music Club, Art Club, Champions, Book Club, Hippo Ambassadors, Robotics, Student Council, and UIL. Leader In Me, school counseling, and student support services are available to all students to support social-emotional growth. The counselor works closely with the middle school to support the transition of the 5th grade into 6th grade.

Strengths

- We have the HIPS to help us with pacing.
- Mentor/Mentee Program
- M-TESS meetings (once a month) used for creating individual student goals and bi-weekly progress monitoring
- Interventionists work during SPARK time setting individualized goals and explicit skill-based instruction for Tier 3 students. Progress monitoring provides data that helps identify the skills that students need continual guidance in.
- We have a lot of different clubs available to provide opportunities for growth! We also have intervention services, GT services, etc.
- Transition Day for students to visit the next grade level
- Positive referrals and incentives to encourage and highlight positive behavior
- Lunch with counselor, Officer Wheeler, and admin
- Book buddies to promote engagement across grade levels
- Parent/Family engagement events planned throughout the year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 There is a noticeable decline in student engagement.	It is happening because we are not at liberty to deviate from the curriculum without approval. Curriculum and instruction is essential, but we also need to provide opportunities for students to learn through exploration and life skills.
2 Our current structure of PLCs is inefficient and does not always follow the true intention of a professional learning community.	It is happening because we are not always following the intended agenda. A PLC is meant to be collaborative and time is not always allowed for teachers to learn from each other and make data-informed decisions.
3 Students are not receiving consistent and equitable consequences.	Teachers are unsure of all procedures to take for behaviors. Teachers need a system that is more streamlined or easy to access to handle behaviors.
4 Teachers are unclear how BASE structures in-class support and there is minimal communication/collaboration between teachers and the BASE team.	This is happening because there is a lack of structure and consistency. Teachers don't have a set schedule for inclusion time or communication on why inclusion minutes aren't being met.
5★ There is a lack of consistency/setting expectations for SPARK times. Also, consider offering Enrichment opportunities for all students periodically throughout the SPARK schedule:	Different teams have decided to utilize the SPARK time in different ways, and this has created a lack of consistency year to year for students.
6 Lack of unity among grade levels. There is limited collaboration among teams.	There is a disconnect of content expectations from grade to grade. There is also a disconnect in expectations for grade level field trips.

★ = Priority

Perceptions

Summary

Hutto Elementary is a channel that provides the community and organizations to reach parents. The community is an integral part of our PTA events. The HES PTA parents and staff provided opportunities for students to celebrate holiday events. HES had great support and turnout from families during all school-related events. Staff and students of Hutto Elementary take pride in their school and culture.

Support for new Hutto Elementary teachers/paraprofessionals. Continue our new teacher “club” and create a “How We Roll at HES” digital library of resources including a timeline of items due with links. (do we still have the digital library for new staff?)

PLC’s

MTSS meetings to divide into potential academic and behavior weaknesses

What are some things that we can focus on for positivity with the kids?

- PBIS points to earn chosen rewards
- Self-driven goals for students and document progress
- Positive phone calls or notes home

Strengths

- Campus open to visitors/parents for events & lunches.
- Parent Family Engagement held many events; Hippo Herd-New students to HES, Grandparent’s Breakfast, Dude’s Night Out, and Ladies’ Night.
- Team newsletters & communication with parents in Parent Square.
- Great parent turnout for after-school music events and performances.
- Leader in Me campus
- PBIS for positive rewards
- **Support for new Hutto Elementary teachers/paraprofessionals. Continue our new teacher “club” and create a “How We Roll at HES” digital library of resources including a timeline of items due with links. (do we still have the digital library for new staff?)**
- We have a campus-wide behavior intervention plan or program that all students/teachers are required to abide by. Ex: Conscious discipline, PBIS (training and consistency)
- Parent Survey (100 Responses) **NEED**
 - 88% of parents find value in the weekly parent newsletters.
 - 80% of parents see that building positive relationships with students is important to the staff at HES.
 - 98% of parents know how to access their child’s Skyward account.
 - Staff Survey (29 Responses) **NEED**
 - 88% of staff feel safe in the building
 - Most staff feel that they are treated fairly by their colleagues.
 - Most staff feel that the admin is accommodating to their personal needs.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 PBIS is not always used or followed by all staff members.	Inconsistent accountability measures, and reinforcement of PBIS expectations across all staff have led to varied implementation, resulting in a lack of fidelity and common language for behavior supports.
2 Leader in Me is not fully implemented.	Limited structured time for professional learning and collaboration around Leader in Me practices, combined with competing campus priorities, has resulted in uneven integration of LIM systems and language into daily routines and instruction.
3 Lack of substitutes leads to splitting more classes.	Substitute shortages, along with inconsistent campus-level incentive structures and support systems, contribute to frequent staff absences being covered by splitting classes, which disrupts instructional continuity.
4 ★ Many staff members feel a disconnect between grade levels.	Grade-level teams primarily collaborate in isolation, with limited cross-grade opportunities for vertical alignment, shared planning, or collective celebrations, leading to a sense of siloed work and reduced campuswide cohesion.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

With 35% of students economically disadvantaged, 10% emergent bilingual, and 15% receiving special education services, the school must strengthen systems to ensure equitable access to rigorous instruction and individualized supports to close achievement gaps.

A rising population of emergent bilingual, SPED, and economically disadvantaged students requires differentiated support structures, but staffing certifications and specialized training have not scaled at the same rate.

2★

Tier 1 and Tier 2 instruction is not as strong as it could be across campus.

There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

3★

SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.

Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

4★

There is a lack of consistency/setting expectations for SPARK times. Also, consider offering Enrichment opportunities for all students periodically throughout the SPARK schedule:

Different teams have decided to utilize the SPARK time in different ways, and this has created a lack of consistency year to year for students.

5★

Many staff members feel a disconnect between grade levels.

Grade-level teams primarily collaborate in isolation, with limited cross-grade opportunities for vertical alignment, shared planning, or collective celebrations, leading to a sense of siloed work and reduced campuswide cohesion.

★ = Priority



Goals

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

Performance Objective 1

(1.1.1) By June 2026, the percentage of students meeting projected growth on NWEA map in all subjects will increase from 50% to 60%.

Evaluation Data Source: NWEA MAP

Strategy 1

Implement targeted, data-informed intervention in reading and math that is aligned to TEKS priority standards.

Strategy's Expected Result/Impact: Early identification and targeted intervention will reduce the number of students performing below grade level, ensuring fewer students require intensive Tier 3 support over time.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4, 8

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Strategy 2

Use NWEA MAP growth reports and unit assessment data to strategically group students for small-group instruction, with instructional adjustments discussed in PLCs.

Strategy's Expected Result/Impact: Teachers will consistently use MAP and classroom assessment data to inform small-group instruction and intervention, ensuring lessons are aligned with TEKS and responsive to individual student needs.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 8 - School Processes & Programs 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Strategy 3

Provide aligned instructional coaching and real-time feedback based on walkthrough data, lesson internalization, and reteach effectiveness.

Strategy's Expected Result/Impact: Teachers will develop stronger data literacy and intervention planning skills, leading to more effective differentiation in core instruction and intervention blocks.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.
8 SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.	Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 There is a lack of consistency/setting expectations for SPARK times. Also, consider offering Enrichment opportunities for all students periodically throughout the SPARK schedule:	Different teams have decided to utilize the SPARK time in different ways, and this has created a lack of consistency year to year for students.

Performance Objective 2

(1.1.2) By June 2026, the percentage of students achieving Meets Grade Level or Above on STAAR in Domain I (All Subjects) will increase from 47% to 55%.

Evaluation Data Source: STAAR Interim, STAAR Data

Strategy 1

Deliver high-quality, TEKS-aligned Tier I instruction supported by strategic monitoring techniques.

Strategy's Expected Result/Impact: Teachers will implement exit tickets, checks for understanding, and common formative assessments to guide instructional decisions and provide timely reteach opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Strategy 2

Implement data-driven instruction (DDI) cycles after every interim and/or unit assessment that are responsive, timely, and reflective, incorporating teacher action planning and reteach timelines.

Strategy's Expected Result/Impact: Targeted monitoring and responsive instruction will support historically underserved populations (Special Education, English Learners, and Economically Disadvantaged students) in making accelerated progress toward grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Demographics 2

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Strategy 3

Align instructional coaching, lesson internalization, and professional development to walkthrough trends, interim data, and teacher reflection needs.

Strategy's Expected Result/Impact: Ongoing coaching and professional learning will enhance teacher skill in delivering engaging, standards-based lessons that address the full depth and complexity of the TEKS.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 With 35% of students economically disadvantaged, 10% emergent bilingual, and 15% receiving special education services, the school must strengthen systems to ensure equitable access to rigorous instruction and individualized supports to close achievement gaps.	A rising population of emergent bilingual, SPED, and economically disadvantaged students requires differentiated support structures, but staffing certifications and specialized training have not scaled at the same rate.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

Performance Objective 3 High Priority

(1.1.3) By June 2026, the percentage of students achieving annual growth in all grades and both subjects (as measured by School Progress Domain II, Part A) will increase from 86% to 92%.

Evaluation Data Source: STAAR, STAAR Interim

Strategy 1

Implement responsive, reflective Data-Driven Instruction (DDI) cycles using BOY, MOY, and EOY data to identify trends, plan reteach, and track student progress toward growth goals.

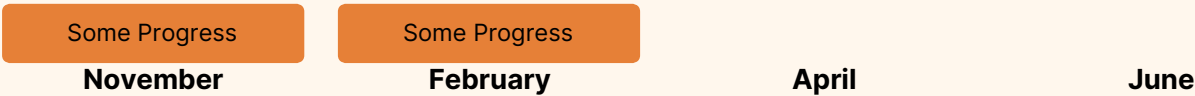
Strategy's Expected Result/Impact: Staff will develop stronger capacity to analyze trends, identify root causes, and implement reteach plans, resulting in more effective, growth-oriented instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Support Coach

Problem Statements: Student Learning 4, 8

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Strategy 2

Provide differentiated small-group instruction within the core content block, using real-time formative assessments and student grouping data tied to learning objectives.

Strategy's Expected Result/Impact: Teachers will use BOY, MOY, and EOY data to adjust instruction in real time, ensuring reteach opportunities are purposeful and targeted to the highest-leverage TEKS.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Support Coach

Problem Statements: Student Learning 4, 8

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Strategy 3

Use formative assessments, student conferencing, and individual goal-setting to promote student ownership of learning and inform instructional adjustments.

Strategy's Expected Result/Impact: Students will engage in goal-setting and progress monitoring, developing a growth mindset and accountability for their own learning.

Staff Responsible for Monitoring: Grade-level Teachers, Instructional Support Coach

Problem Statements: Student Learning 4

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November

Moderate Progress

February

April

June

Strategy 4

Align coaching cycles, walkthrough feedback, and lesson internalization protocols to student performance trends and instructional gaps identified in data meetings.

Strategy's Expected Result/Impact: Subpopulations will demonstrate accelerated growth due to targeted interventions and intentional monitoring within the DDI process.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Demographics 2 - Student Learning 4

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

With 35% of students economically disadvantaged, 10% emergent bilingual, and 15% receiving special education services, the school must strengthen systems to ensure equitable access to rigorous instruction and individualized supports to close achievement gaps.

A rising population of emergent bilingual, SPED, and economically disadvantaged students requires differentiated support structures, but staffing certifications and specialized training have not scaled at the same rate.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Tier 1 and Tier 2 instruction is not as strong as it could be across campus.

There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

8

SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.

Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

Performance Objective 4

By June 2026, the percentage of students who progressed at least one proficiency level on TELPAS will increase from 46% to 53% for K-2nd grade and 64% to 70% for 3rd - 5th grade.

Evaluation Data Source: TELPAS

Strategy 1 ☒ Targeted Support Strategy

Teachers will implement the Summit K12 language-rich program to provide targeted practice in

listening, speaking, reading, and writing, ensuring that students grow across all four TELPAS domains.

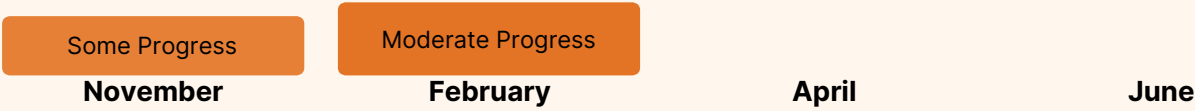
Problem Statements: Demographics 2

Funding Sources: Scholastic Inc Title I, Part A - (6300) Supplies and Materials, \$2,934.98, Summit K-12 Title I, Part A - (6200) Contracted Services, \$5,046.25

Title I: 2.5.2

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

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 With 35% of students economically disadvantaged, 10% emergent bilingual, and 15% receiving special education services, the school must strengthen systems to ensure equitable access to rigorous instruction and individualized supports to close achievement gaps.	A rising population of emergent bilingual, SPED, and economically disadvantaged students requires differentiated support structures, but staffing certifications and specialized training have not scaled at the same rate.

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

Performance Objective 1

(1.2.2) By June 2026, the percentage of economically disadvantaged students scoring at Meets or above on STAAR Math will increase from 40% to 50%, and students receiving special education services will increase from 29% to 41%.

Evaluation Data Source: STAAR Interim, STAAR

Strategy 1

Align IEP goals and accommodations with lesson internalization and coaching supports to ensure consistent implementation across content areas.

Strategy's Expected Result/Impact: Teachers will routinely embed IEP accommodations and modifications into Tier I instruction, ensuring equitable access to grade-level content across subjects.

Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Teachers, Case managers

Problem Statements: Demographics 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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April

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Strategy 2

Implement targeted, small-group math instruction and intervention that prioritizes economically disadvantaged students, supported by frequent progress monitoring, aligned instructional resources, and teacher coaching to ensure high-quality, TEKS-based instruction that addresses learning gaps and builds conceptual understanding.

Strategy's Expected Result/Impact: Students will close critical skill gaps in number sense, problem solving, and algebraic reasoning, building confidence and readiness for grade-level content.

Staff Responsible for Monitoring:

Principal, Assistant Principals, Instructional Support Coach, Grade-Level Teachers

Problem Statements: Student Learning 4

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

With 35% of students economically disadvantaged, 10% emergent bilingual, and 15% receiving special education services, the school must strengthen systems to ensure equitable access to rigorous instruction and individualized supports to close achievement gaps.

A rising population of emergent bilingual, SPED, and economically disadvantaged students requires differentiated support structures, but staffing certifications and specialized training have not scaled at the same rate.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Tier 1 and Tier 2 instruction is not as strong as it could be across campus.

There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

Performance Objective 2

(1.2.2) By June 2026, the percentage of economically disadvantaged students scoring at Meets or above on STAAR Reading will increase from 35% to 46%, and students receiving special education services will increase from 26% to 38%.

Strategy 1

Align IEP goals and accommodations with lesson internalization and coaching supports to ensure consistent implementation across content areas.

Strategy's Expected Result/Impact: Teachers will routinely embed IEP accommodations and modifications into Tier I instruction, ensuring equitable access to grade-level content across subjects.

Staff Responsible for Monitoring: Principal, Assistant Principal, Grade Level Teachers, Case managers

Problem Statements: Demographics 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress	Some Progress		
November	February	April	June

Strategy 2

Implement targeted, small-group reading instruction and intervention that prioritizes economically disadvantaged students, supported by frequent progress monitoring, aligned instructional resources, and teacher coaching to ensure high-quality, TEKS-based instruction that addresses learning gaps and builds conceptual understanding.

Strategy's Expected Result/Impact: Students will improve in phonics, vocabulary development, and fluency, leading to greater comprehension and stamina with grade-level texts.

Staff Responsible for Monitoring:
Principal, Assistant Principals, Instructional Support Coach, Grade-Level Teachers

Problem Statements: Student Learning 4

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress	Moderate Progress		
November	February	April	June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 With 35% of students economically disadvantaged, 10% emergent bilingual, and 15% receiving special education services, the school must strengthen systems to ensure equitable access to rigorous instruction and individualized supports to close achievement gaps.	A rising population of emergent bilingual, SPED, and economically disadvantaged students requires differentiated support structures, but staffing certifications and specialized training have not scaled at the same rate.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

Performance Objective 3

(1.2.3) By June 2026, the percentage of students achieving Meets Grade Level or Above on STAAR in Domain I (All Subjects) will increase from 77% to 84%.

Evaluation Data Source: STAAR Interim, STAAR

Strategy 1

Deliver high-quality, TEKS-aligned Tier I instruction supported by strategic monitoring techniques

Strategy's Expected Result/Impact: Teachers will implement exit tickets, checks for understanding, and common formative assessments to guide instructional decisions and provide timely reteach opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 2

Implement data-driven instruction (DDI) cycles after every interim and/or unit assessment that are responsive, timely, and reflective, incorporating teacher action planning and reteach timelines.

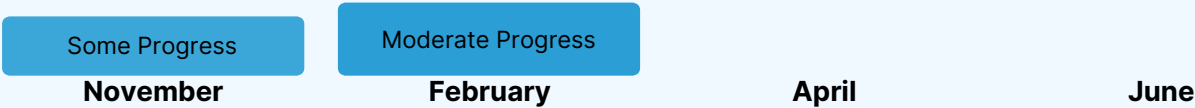
Strategy's Expected Result/Impact: Targeted monitoring and responsive instruction will support historically underserved populations (Special Education, English Learners, and Economically Disadvantaged students) in making accelerated progress toward grade-level expectations.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4, 8

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Align instructional coaching, lesson internalization, and professional development to walkthrough trends, interim data, and teacher reflection needs.

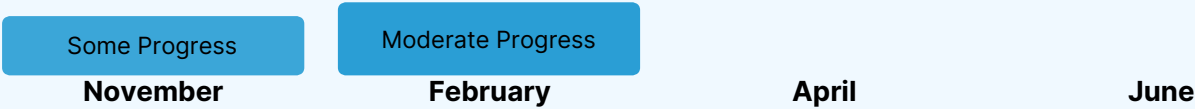
Strategy's Expected Result/Impact: Ongoing coaching and professional learning will enhance teacher skill in delivering engaging, standards-based lessons that address the full depth and complexity of the TEKS.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.
8	SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.	Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

Goal 3

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

Performance Objective 1

 HB3 Goal

(1.3.1) The campus will establish and utilize baseline-to-EOY growth projections using NWEA MAP for Reading from 58% to 66% and Math from 60% to 68% to measure student progress toward STAAR outcomes.

Evaluation Data Source: NWEA MAP

Strategy 1

Set individual student growth targets for 3rd - 5th grade based on BOY performance bands, with goals vertically aligned to STAAR readiness and tracked through goal-setting conferences.

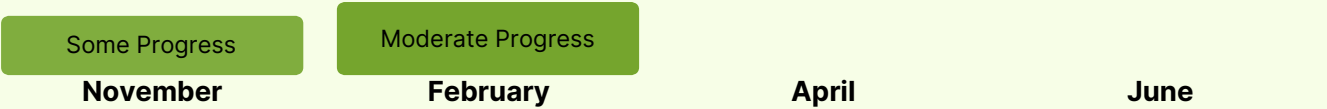
Strategy's Expected Result/Impact: Through goal-setting conferences, students will understand their growth targets, track progress, and take accountability for their learning, fostering a growth mindset and intrinsic motivation.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Grade-Level Teachers

Problem Statements: Student Learning 4, 8

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.
8	SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.	Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

Performance Objective 2 HB3 Goal

(1.3.2) By June 2026, the percentage of 3rd grade students achieving Meets Grade Level or Above on the STAAR Reading from 55% to 63% and Math will increase from 38% to 48%.

Evaluation Data Source: Interim STAAR, STAAR

Strategy 1

Implement daily, data-informed small-group instruction in reading and math, using diagnostic assessments and student grouping data aligned to TEKS and foundational skills.

Strategy's Expected Result/Impact: Students will receive instruction that addresses specific learning gaps in phonics, comprehension, number sense, and problem solving, strengthening foundational skills needed for long-term success.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach, Grade-level Teachers

Problem Statements: Student Learning 4

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

Performance Objective 3 HB3 Goal

(1.3.3) By June 2026, the percentage of Kindergarten students meeting grade-level expectations on mClass will increase from 35% to 60%.

Evaluation Data Source: mClass

Strategy 1

Analyze BOY diagnostic data to create skill-based small groups focused on foundational reading components.

Strategy's Expected Result/Impact: Students will receive differentiated instruction in phonological awareness, phonics, vocabulary, and oral language based on their diagnostic profiles.

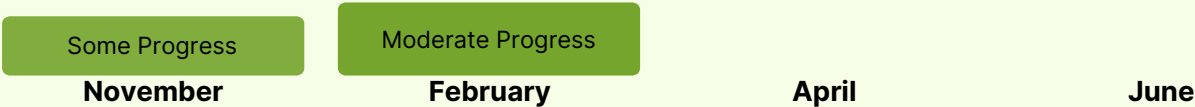
Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Kindergarten Teachers

Problem Statements: Student Learning 4 - School Processes & Programs 5

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Strategy 2

Design and implement literacy centers aligned to Science of Reading practices and targeted foundational skills, ensuring alignment to group instructional goals and TEKS expectations.

Strategy's Expected Result/Impact: Students at varying skill levels will receive targeted, scaffolded activities that allow them to practice and master foundational components at their level.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach, Kindergarten Teachers

Problem Statements: Student Learning 8

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

Formative Reviews

Some Progress

November

Moderate Progress

February

April

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

Tier 1 and Tier 2 instruction is not as strong as it could be across campus.

There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

8

SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.

Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

5

There is a lack of consistency/setting expectations for SPARK times. Also, consider offering Enrichment opportunities for all students periodically throughout the SPARK schedule:

Different teams have decided to utilize the SPARK time in different ways, and this has created a lack of consistency year to year for students.

Goal 4

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

Performance Objective 1

Increase students' sense of connection and belonging to school by fostering positive relationships, meaningful engagement opportunities, and targeted wrap-around supports.

Evaluation Data Source: Panorama and Leader in Me MRA

Strategy 1

Administer Panorama or similar engagement/SEL surveys (Leader in Me MRA) annually to measure trends in student engagement, connectedness, and well-being.

Strategy's Expected Result/Impact: A focus on student well-being will foster a culture where students feel safe, connected, and supported both academically and socially.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Problem Statements: Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

Some Progress

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many staff members feel a disconnect between grade levels.	Grade-level teams primarily collaborate in isolation, with limited cross-grade opportunities for vertical alignment, shared planning, or collective celebrations, leading to a sense of siloed work and reduced campuswide cohesion.

Performance Objective 2

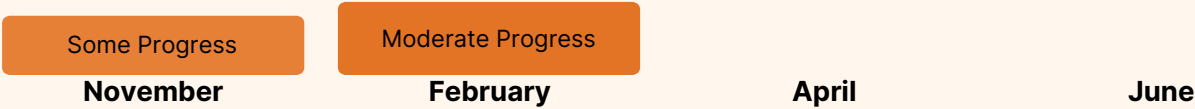
(1.4.2) By June 2026, the percentage of Special Education students achieving Meets Grade Level or Above on STAAR in Domain I will increase from 19% to 29%.

Strategy 1

Provide high-quality, differentiated Tier I instruction aligned to TEKS, with embedded accommodations, scaffolds, and modifications that reflect IEP goals and promote access for all learners.

Problem Statements: Student Learning 4, 8

Formative Reviews



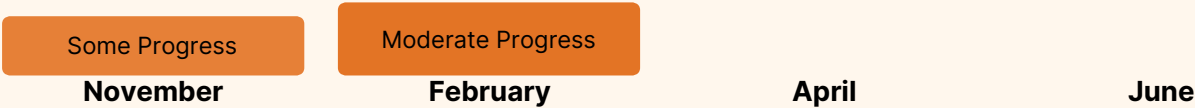
Strategy 2

Deliver small-group instruction and push-in/inclusion support, explicitly aligned to IEP goals and individual student needs, monitored through formative assessments and instructional adjustments.

Problem Statements: Student Learning 8

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.
8 SPARK is a point of contention across campus and grade levels/individual teachers disagree on how best to implement/run.	Inconsistency in the understanding and implementation of SPARK. Not enough focus on continued growth with higher students. Enrichment is not included in all grade levels to push those students already meeting grade-level expectations.

Performance Objective 3

(1.4.3) By June 2026, discretionary discipline referrals will decrease by 10% compared to the 2024-2025 baseline. (176 --> 158)

Evaluation Data Source: Discipline reporting data

Strategy 1

Implement a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework, including clear expectations, recognition systems, and data-driven behavior monitoring across all grade levels.

Strategy's Expected Result/Impact: Consistent, safe, and expected behaviors throughout the campus.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors

Problem Statements: Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

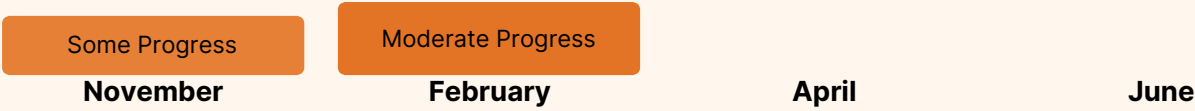
Provide ongoing professional development for all staff on trauma-informed discipline practices, focusing on understanding trauma triggers, de-escalation techniques, and culturally responsive restorative approaches.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors

Problem Statements: School Processes & Programs 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 There is a lack of consistency/setting expectations for SPARK times. Also, consider offering Enrichment opportunities for all students periodically throughout the SPARK schedule:	Different teams have decided to utilize the SPARK time in different ways, and this has created a lack of consistency year to year for students.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 Many staff members feel a disconnect between grade levels.	Grade-level teams primarily collaborate in isolation, with limited cross-grade opportunities for vertical alignment, shared planning, or collective celebrations, leading to a sense of siloed work and reduced campuswide cohesion.

Goal 5

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

Performance Objective 1

Campus leadership will implement structured teacher coaching cycles focused on high-leverage instructional practices (T-TESS Indicators) by providing bite-sized, actionable feedback during observations, followed by targeted support and timely follow-up observations to monitor impact and close the feedback loop.

Evaluation Data Source: Coaching & Feedback Logs - records of coaching sessions, bite-sized feedback given, and supports provided.

Follow-up Observation Data - evidence of whether feedback was implemented and its impact on instruction.

Walkthrough & Instructional Trend Data - patterns in instructional practices tied to campus priorities.

Teacher Retention Data - mid-year and end-of-year retention rates, disaggregated by teacher effectiveness.

Teacher Self-Reflection/Survey Data - staff perceptions of support, coaching quality, and professional growth.

Student Achievement & Growth Data - MAP, STAAR, or common formative assessments to show impact of coaching on instruction.

Professional Development Participation & Implementation Data - attendance, application of strategies learned, and evidence of transfer to classroom practice.

Strategy 1

Increase the frequency and impact of instructional walkthroughs by requiring each Principal and Assistant Principal to conduct a minimum of 10 classroom walkthroughs per week. Walkthroughs will be aligned to TTESS dimensions, grounded in the Hutto ISD T-TESS Form, and informed by the Get Better Faster Action Steps. Feedback will emphasize high-leverage practices, including: (1) Routines and procedures (2) Aggressive and strategic monitoring (3) Lesson internalization (4) Evidence of Lesson Objectives & Success Criteria (5) Student engagement strategies (6) Intentional use of formative assessments to improve student outcomes

Strategy's Expected Result/Impact: Consistent, high-quality walkthroughs will provide teachers with actionable feedback tied to TTESS, and Get Better Faster practices. This will accelerate teacher development, strengthen Tier 1 instruction, and increase student engagement and achievement across all grade levels.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Support Coach

Problem Statements: Student Learning 4

Formative Reviews

Some Progress

Moderate Progress

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 Tier 1 and Tier 2 instruction is not as strong as it could be across campus.	There is not a focus on best teaching practices (small group talk, power zone, critical writing, recognizing and reinforcing, framing the lesson). Small groups are not being pulled consistently across all grade levels and classrooms.

Goal 6

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

Performance Objective 1

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

Evaluation Data Source: Parent perception survey data, campus event logs

Strategy 1

The Parent Family Engagement Committee will develop a plan to utilize PTA to draw in parents for volunteer opportunities and partnership for grade level events/campus meeting before, during and after school.

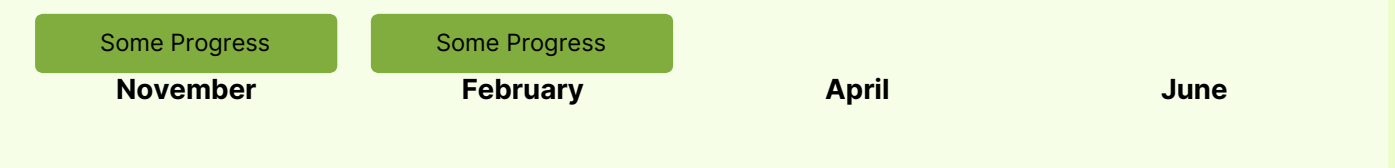
Strategy's Expected Result/Impact: Increased collaboration with PTA will expand high-level parent engagement activities, resulting in stronger school-family partnerships as measured by the engagement rubric.

Staff Responsible for Monitoring: Principal, Parent Family Engagement Committee, Grade-Level Teachers

Problem Statements: Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many staff members feel a disconnect between grade levels.	Grade-level teams primarily collaborate in isolation, with limited cross-grade opportunities for vertical alignment, shared planning, or collective celebrations, leading to a sense of siloed work and reduced campuswide cohesion.

Performance Objective 2

Evaluation Data Source: Fall and Spring Parent Perception Survey

Strategy 1

Develop and implement a structured family engagement plan that prioritizes transparent, two-way communication, regular opportunities for parent input, and timely follow-up on concerns to build trust and strengthen relationships between families, the school, and the district.

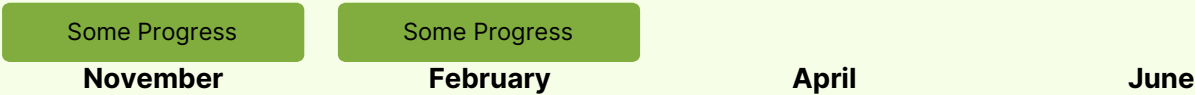
Strategy's Expected Result/Impact: Strengthened communication and responsiveness will foster greater transparency and collaboration, resulting in increased parent/guardian trust as reflected in perception survey data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Family Engagement Committee, Grade-level teachers

Problem Statements: Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Many staff members feel a disconnect between grade levels.	Grade-level teams primarily collaborate in isolation, with limited cross-grade opportunities for vertical alignment, shared planning, or collective celebrations, leading to a sense of siloed work and reduced campuswide cohesion.

Goal 7

(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

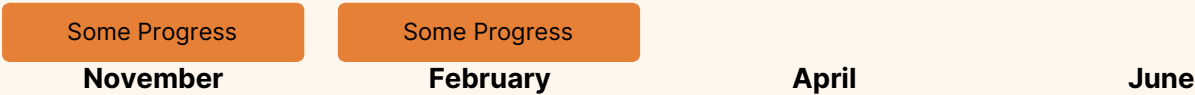
Implement a mid-year (January) and end-of-year (May) review process to evaluate the effectiveness of budget-funded programs such as digital tools and professional development. Each review will: (1) Use quantitative data (STAAR Interim, MAP Growth, attendance, discipline, usage reports). (2) Use qualitative data (teacher/student surveys, classroom walkthrough evidence). (3) Apply a Program Impact Scorecard rating programs as High Impact, Moderate Impact, or Low Impact based on student growth and engagement. (4) Generate recommendations for continuation, revision, or discontinuation of each program.

Strategy's Expected Result/Impact: Resources redirected toward high-impact programs with measurable gains.

Staff Responsible for Monitoring: Principal, Assistant Principals. Instructional Coach

Problem Statements: School Processes & Programs 5

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 There is a lack of consistency/setting expectations for SPARK times. Also, consider offering Enrichment opportunities for all students periodically throughout the SPARK schedule:	Different teams have decided to utilize the SPARK time in different ways, and this has created a lack of consistency year to year for students.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	4	1	Teachers will implement the Summit K12 language-rich program to provide targeted practice in listening, speaking, reading, and writing, ensuring that students grow across all four TELPAS domains.



Funding Summary

Funding Summary

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Summit K-12	--	\$5,046.25
Sub-Total					\$5,046.25
Budgeted Fund Source Amount					\$16,600.00
+/- Difference					\$11,553.75

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Scholastic Inc	--	\$2,934.98
Sub-Total					\$2,934.98
Budgeted Fund Source Amount					\$9,503.15
+/- Difference					\$6,568.17

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$3,000.00

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,067.00
+/- Difference					\$11,067.00