

Hutto Independent School District



Hutto High School 9th Grade Center

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

The NGC inspires excellence.

Value Statement

NGC Motto: "Above the Line"

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Comprehensive Needs Assessment

Demographics

Summary

Demographics:
Hutto 9th Grade Center (NGC) is stationed at 301 Destiny Lane in the northern most area of Hutto Independent School District, located in Williamson County in Central Texas. The NGC opened its doors in the Fall of 2021 and remains a part of Hutto High School. The NGC's student population consists of students coming from our three feeder middle schools: Hutto Middle School, Farley Middle School, and Gus Almquist Middle School. In addition, every student at the NGC is a true freshman in the district. In the Fall of 2024, the student population at the NGC was approximately 811 students. By the end of the school year in 2025, the population dropped slightly to 808 students. BOY projections for the 2025-2026 school year show us remaining consistent with 815 total students.

For the 2024-2025 school year, the demographic breakdown of the NGC student population is as follows:

Students Population	
Gender:	
Female	50.49%
Male	49.51%
Ethnicity Distribution:	
Hispanic-Latino	48.76%
American Indian - Alaskan Native	0.25%
Asian	2.72%
Black - African American	14.11%
White	25.50%
Other/ Two or More	7.92%
Special Populations:	
Special Education (SPED)	13.12%
English as a Second Language (ESL)	12.50%
Bilingual & Emerging Bilingual	14.36%
At-Risk	60.77%
Gifted and Talented	5.82%

Dyslexia	8.04%
Section 504	13.74%

Staff Population		
Gender:		
Female		68%
Male		32%
Ethnicity Distribution:		
Hispanic-Latino		15%
Black - African American		13%
White		71%
Other		1%
Years of Service:		
0-1	(6 teachers)	14%
2	(5 teachers)	12%
3+	(32 teachers)	74%
Staff Turnover:		20%

Summary:

Overall, NGC's population continues to grow and mirror the rapid growth of the city of Hutto. In addition, the NGC maintained comparable percentages in all sub groups to the year prior. The analysis is below:

- Hispanic numbers remained consistent after slightly increasing from 48% to 49%.
- English as Second Language (ESL) learners increased from 10% to 12.5%.
- Bilingual & Emerging Bilingual students saw a slight decrease from 15% to 14%.
- The SPED population decreased for the second year in a row as it went from 14.64% to 13%.
- The overall At-Risk student population increased from 52% to 61% of total students.
- Additionally, the overall population of economically disadvantaged students receiving free or reduced meals at the NGC 41%.

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

In 2024-2025, the NGC had a staff of 76 members with 3 administrators, 8 professional support personnel, 52 teachers, and 13 clerical/ paraprofessional positions. The majority of the NGC's teachers carry multiple years of experience, and only 11 total teachers are in their first or second year of teaching. Mid-year resignations have been lower than past years. This year, the NGC only experienced 3 resignations with 2 occurring in 2023-2024. No core subjects experienced a mid-year resignation. Overall, the subject areas are balanced with equally sized teams of roughly 5-7; however, the demographic breakdown of the staff is not equally distributed. The NGC's staff is primarily female and more than half of the staff population is caucasian. This does not mirror the NGC student population which is nearly 50% male and 50% Hispanic. While the NGC staff lacks the diversity of the student population, the small number of staff does allow for a very familial environment. The NGC is anticipating a turnover rate of nearly 20% which is comparable to the year prior at 21%, but down from 37.5% the year prior.

Strengths

Strengths:

- The NGC only has one grade level to focus on which allows for a single mission of preparing 9th grade students for success at the secondary level.
- The NGC student population continues to become more diverse, growing in ethnicity and culture.
- ESL students bring multiple languages and cultures to the NGC.

- Though isolated from other campuses, the NGC is able to independently support all special programs from SPED (BASE & FA) to EB services, to the offering of all entry level CTE pathways.
- The NGC has a small staff of 76 members which creates a very familial feeling amongst staff members.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 The inclusion/On-Level classes at the NGC have a wide-range of skill levels and deficits that are difficult to meet with decreasing staff numbers.	Loss of FTEs and increasing populations across all subgroups make it difficult to meet the needs of all students.
2 New students are regularly scheduled into new classes throughout the year, including incoming students from out-of-district.	The NGC, greater Hutto ISD population, continues to rapidly grow.
3 The NGC's Hispanic staff population percentage does not mirror the Hispanic student population percentage of nearly 50%.	We need to recruit and hire more Hispanic teachers so that our staff demographics are more closely aligned to our student population demographics.

★ = Priority

Student Learning

Summary

Student Achievement:

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

Though the NGC only facilitates one grade level (9th), we are able to offer accelerated pathways in Math and Spanish. We have several students who are able to take Geometry at the NGC, and some who advance beyond Geometry to Algebra II; however, these students must take this class at Hutto High School (HHS), or online via Edgenuity. Students who are advanced in Spanish are able to take Spanish II & III at the NGC. In addition to these two opportunities for accelerated advancement and the Honors courses which are held in each content area, the NGC also offers Advance Placement for Social Studies through AP Human Geography and advanced placement in Spanish through AP Spanish IV. These two courses participate in the AP College Board examination during the Spring.

The other core subjects are tested in the Spring via the STAAR test. To prepare for this, the NGC participates in three NWEA MAP STAAR screeners throughout the year. The MAP screeners are used as formative assessments to measure student growth toward success on the STAAR EOCs in Math & English. Added to these assessments, the NGC incorporates a district mandated Common Based Assessments (CBA) cycle in all core areas to add additional assessments for longitudinal data throughout the year. In addition, the NGC participates in the STAAR Interim (IA) in order to prepare students for their Spring formal administration; this test was provided once during the 2025-2026 school year. All assessments assist in measuring student progress which culminates in April via Spring STAAR testing where students take the End-of-Course (EOC) exams for Algebra I, Biology and English I. A breakdown of the past two year’s scores in these three assessments can be viewed below.

Algebra I			
2023-2024 Results		2024-2025 Results	
Total Tests Taken = 542		Total Tests Taken = 586	
Did Not Meet:	22%	Did Not Meet:	22%
Approaches:	38%	Approaches:	33%
Meets:	21%	Meets:	26%
Masters:	19%	Masters:	19%

Biology			

2023-2024 Results		2024-2025 Results	
Total Tests Taken = 751		Total Tests Taken = 795	
Did Not Meet:	6%	Did Not Meet:	5%
Approaches:	28%	Approaches:	23%
Meets:	42%	Meets:	50%
Masters:	24%	Masters:	22%

English I			
2023-2024 Results		2024-2025 Results	
Total Tests Taken = 751		Total Tests Taken = 795	
Did Not Meet:	22%	Did Not Meet:	20%
Approaches:	15%	Approaches:	18%
Meets:	46%	Meets:	48%
Masters:	17%	Masters:	13%

The NGC saw consistency between last year's EOC assessment results and this year's results. Though there was not much change in the scores, the NGC is trending in the right direction on all EOC assessments. In all subjects, the NGC had higher passing rates than both the region and state. In addition, the NGC increased "Meets" to the highest in school history in all three subjects. Essentially, the NGC is nearly outperforming the State in all areas, but "Masters." "Masters" is trending in the wrong direction. In Algebra I, Masters maintained at 19%, but saw a decrease in English I from 17%-13% and in Biology from 24%-22%. All these differences indicate that we are reaching students who struggle with the STAAR assessment, but are not taking advantage of boosting students at the "Meets-high" level.

In contrast to the positive EOC results, course failures at the NGC showed significant increase from 2024 to 2025.

In the Spring semester of 2025, we assigned 144 students to a Credit Recovery (CR) class and needed to recover a total of 298 courses; 47 of these courses were recovered. Out of the 808 students who attended the NGC in the 2024-2025 school year, 10% of the students did not transition to HHS with a full 8 credits. This number increased from 2023-2024 from 6%. These students have been assigned to Summer School for Credit Recovery.

Summary:

The NGC has a plethora of courses and opportunities for students to find interest and success in extracurriculars, Fine Arts, LOTE, and CTE.

The NGC is staffed and equipped to offer entry into 93% of the CTE pathways offered at Hutto High School. The only pathway not available to NGC students is Automotive; however, they can begin this pathway at HHS their sophomore year. In regards to achievement, EOC passing rates are consistent and trending slightly upward in all subjects, except in "Masters." Failure rates continue to be a concern.

Strengths

- The NGC is able to offer entry into nearly every extracurricular activity and all but one of the CTE pathways.
- Passing rates on the STAAR EOC in all subjects are higher than the State.
- Algebra I maintained their performance from 2024, but improved overall scores by moving 5% of students from "Approaches" to "Meets."
- English I increased in all areas by, at least, 2%, but saw a dip in "Masters" by 4%.
- Biology continues to have strong scores outperforming the state and region, and nearly met the Hutto ISD goal of "90, 60, 30" in student

- performance for the third year in a row. However, we saw a dip in “Masters” by 2% while other areas saw improvement.
- “Masters” in all subjects are consistently below the state by at least 10%.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ In ELA, students with identified needs are not making consistent progress at the same rate as their peers, especially when grade-level texts are introduced without scaffolds.	Deficit in quality Tier 1 instructional practices and embedded support.
2 In Biology, students continue to struggle with applying content knowledge to excerpts and data tables in new STAAR question types.	Lack of familiarity with multi-step problems involving charts and graphs.
3★ In Algebra I, students continue to struggle with multiple step problems, namely those that require you to convert a linear function to slope-intercept form before finding the solution to the question asked.	Lack of consistent framework for approaching examinations and writing prompts.
4★ In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.	Students who are not experiencing success are not finding value in learning.
5★ Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

★ = Priority

School Processes & Programs

Summary

School Processes & Programs Summary:

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

In regards to core subjects, academics are bolstered by Professional Learning Communities (PLCs) in which teachers receive a 46 minute period built into their instructional day in order to collaborate with their subject-matter team daily to remain aligned and improve instruction. These PLC processes & protocols remain adaptable to the changing needs of our staff and students. In addition, each core subject follows a District mandated Curriculum Based Assessment (CBA) cycle which assists in providing formative data points throughout the year as students progress through their coursework. Each CBA is followed by a Data Driven Instruction meeting in which the NGC's administration and instructional coach (IC) joins the core team to discuss and analyze results while creating action plans for instructional improvement. In addition to the CBAs, the English and Math departments utilize Measures of Academic Progress (MAP) assessments and the STAAR Interim to evaluate student growth throughout the school year. Some departments utilize the Springboard curriculum which is a College Board approved curriculum focusing on student-centered instruction, classroom-proven resources, and alignment to state standards. The Math Department also incorporates the Carnegie curriculum for supplemental material. The Biology department began to incorporate McGraw Hill for the 2024-2025 school year, but has not fully invested in its implementation. In addition to the standard curriculum, NGC provides students with an additional opportunity through a structured Credit Recovery program to earn credits for courses they may have failed in the Fall semester.

In regards to the staff responsible for supporting academics, each department is represented by a veteran teacher as a department head. Each department head is part of the NGC Leadership Team which assists administration in making critical decisions that affect the campus and students. In addition, academics are supported by a single instructional coach who helps with teacher professional growth and an administrator who is assigned to each of the academic subjects.

Building students socially is another critical practice at the NGC. The morning at the NGC is designed to build the 9th graders' social capacity. This time in the morning is called "Morning Madness." During this time, students are permitted to navigate the entire campus to attend tutorials, socialize with friends, play games with teachers in the teachers' rooms, or attend clubs. Another element for building students socially was the incorporation of a practice called "Freshman 15." Freshman 15 is incorporated along with the lunches at the NGC. Lunch is held during 5th period; since this period incorporates the 3 lunches, the period is extended so that each class has an additional 15 minutes. During these 15 minutes, students are taught lessons which incorporate Social & Emotional Learning (SEL), including the Hippo Way, and common academic skills such as study skills, grade checks, and understanding credits. While this is the intended purpose of this time, policies are needed to ensure lessons are being taught and the Freshman 15 time is being utilized efficiently across the campus. Last, students are also eligible to participate on the principal's student advisory council (SAC) also called the "Above the Line (ATL) Crew." This group is composed of the Student Council officers combined with the Class of 2028 class officers. Through this group, students are given a voice in decisions made regarding the NGC's direction. The group is integral in helping to develop certain events like dances and fundraising campaigns.

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

Summary:

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

Strengths

Strengths:

- Embedded daily PLCs helped to align instruction and the implementation of campus wide expectations which led to improved behaviors and a more structured campus in the 2024-2025 school year.
- English, Math, and Science are incorporating standardized curriculums, HQIM, which supplement and improve instruction and student achievement.
- Many processes exist for students' social and emotional development.

Problem Statements Identifying School Processes & Programs Needs

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

★ = Priority

Perceptions

Summary

Perceptions:

In order to establish proper perceptions of the NGC, all stakeholders are included in the decisions and direction of the campus and its programs. One of the NGC's campus goals is to have a heavy presence of parent and community engagement. A Parent and Family Engagement (PFE) Playbook has been in use the past four years. The PFE Playbook lists monthly activities/events where the NGC Family will intentionally reach out and involve parents and the community. In addition, a PFE parent committee in conjunction with the PTSA has been utilized to help drive parent involvement. This committee was used for parent input, but also as a sounding board to steer the direction of the NGC. Additionally, the PFE parent committee was used to keep parents informed of integral information pertaining to their students' journey towards HHS and high school completion. We want parents to know they are an integral part of their students' success and we want them to feel welcome to come on campus. During the 2024-2025 school year, the following practices and protocols were incorporated to involve the NGC parents and community members:

- NGC Fish Camp
- Meet the Teacher Night
- Parent/teacher conferences
- Postcards sent out to students following each faculty meeting
- Re-established our NGC Parent-Teacher-Student Association (must be done each year)
- Pep-rallies (parents are invited to attend)
- Honors/AP Orientation

In addition to the above events, we also survey parents for feedback on our culture, processes, and procedures. This year, we surveyed parents through an EOY Google Form. We also surveyed our staff and students through an End-of-year (EOY) survey administered by a third party company called Panorama; 571 individuals participated in the Panorama survey this Spring. The breakdown of participants is as follows:

- Student Participants = 433
- Staff Participants = 75

For the parent survey, we unfortunately only had 63 responses, but here is the breakdown of that information.

The "overall experience" at the NGC was rated favorably at 94%. In regards to the NGC being a "safe environment," 94% of parents responded favorably; this is a 2% increase from last year. 87% of parents feel that the communication from the NGC was adequate. However, that number dipped slightly pertaining to communication surrounding individual student's academic progress; this was only rated 76% favorable. 82% of parents indicate that they "trust the school's administration to make decisions in the best interest of (their) child." Slightly lower, only 76% of parents feel that their "input and feedback are valued by the school." The most staggering data point was how parents responded to "How often (they) participate in school activities." The NGC parents' response was only 24% favorable, which was 38% below Hutto ISD in general.

Though this percentage was extremely low, parents did indicate that the NGC is "providing enough opportunities for parents to get involved in their child's education" by responding favorably with 81%. In addition, 86% of parents stated that the "school accommodates their schedules to be involved in school activities. In order to remedy the low participation, parents suggested the following: online options (24%), regular reminders (19%), and alternate times (15%).

Teachers were also surveyed. 94% of teachers feel safe at the NGC. Numbers were lower pertaining to school leadership from last year. Only 76% responded favorably to how "positive is the tone that (their) leader set for the culture of the school." In addition, the staff's rating of the overall "positive environment" at the NGC was quite low at 66%, but 75% felt that "the school will improve in the future." Overall job satisfaction was rather low at 67%. The data surrounding "coaching & feedback" was also low; however it was higher than in the Fall. 63% of staff stated that the "the feedback they receive on their performance" is useful; this was a 4% increase from the Fall. The most staggering data was surrounding "professional learning." Only 32% of NGC staff indicated that the professional learning opportunities provided were "relevant to their work." This was contrasted with a 72% favorable response to "how supportive the school has been to the employees growth."

The student data on the Panorama was quite positive. 86% of students feel that they "belong and are accepted by their classmates." In

addition, 81% of students feel that their teachers “care about (them), and take time to get to know (them) as a person.” Still positive, but slightly lower, 80% of students felt that they are included and invited to participate in clubs and sports. The two most staggering pieces of data were in relation to “peer pressure” and “witnessing unkind acts.” 78% of students admitted that they have “experienced peer pressure from classmates;” this was a 12% increase from the Fall data. In addition, 72% of students indicate that they have witnessed other students “being mean or unkind to another student because they are different.” This is 7% greater than Hutto ISD.

Discipline data is another element which was captured from surveys. According to the qualitative data from the surveys, parents felt that administration did an adequate job of holding misbehaving students accountable. Staff also indicated that the assistant principals do an outstanding job of maintaining student discipline. Here’s a breakdown of infractions and consequences (see chart below).

Offenses	2021-2022	2022-2023	2023-2024	2024-2025
Controlled Substance/ THC/ Alcohol	31	19	26	24
Tobacco/ E-Cig	18	3	22	6
Fighting	15	11	10	10
Cut Class/ Leave w/o Authorization	45	55	60	15
Insubordination	57	51	55	60
Disruption to Learning	36	22	65	100
Horseplay	13	16	28	33
	2021-2022	2022-2023	2023-2024	2024-2025
Overall Offenses	756	295	558	473
Resulting in: ISS/OSS/ DAEP	486	233	498	374
Percentage	64%	78%	89%	79%
Actions	2021-2022	2022-2023	2023-2024	2024-2025
ISS	386	183	341	265
OSS	47	20	93	74
DAEP	53	30	64	35

Again, according to the table above, accountability is increasing with the use of disciplinary consequences including ISS, OSS, & DAEP, and the most major infractions are decreasing. However, there was significant growth in infractions pertaining to “disruption to the learning environment” and “insubordination.” “Disruption to the learning environment” increased by 35 incidences while “insubordination” and “horseplay” saw small increases. The most likely reason for the decrease in major offenses, but an increase in minor behaviors was the maturity level of the Class of 2028 population.

Summary:

Overall, students, parents, and staff indicate that the environment at the NGC is safe and supportive; however, job satisfaction and the support for professional development seem to be the two lowest indicators. In addition, students feel safe with a sense of belonging, but unkind acts still persist.

Strengths

Strengths:

- The NGC offers a safe environment.
- Overall, the NGC administration was helpful to parents, but there is room for growth.
- Professional learning and supporting teachers' professional growth are two areas on which the NGC can improve.
- Students are being held accountable for their behavior at the NGC.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Professional learning and instructional development need to have more relevance and impact at the NGC.	Teachers not understanding the value of the HISD Cornerstones, and their application to a better learning environment.
2 ★ Students are being removed from the instructional setting 79% of the time they are referred for disciplinary reasons.	Lack of disciplinary consequences outside of ISS, OSS, & DAEP.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

In ELA, students with identified needs are not making consistent progress at the same rate as their peers, especially when grade-level texts are introduced without scaffolds.

Deficit in quality Tier 1 instructional practices and embedded support.

2
★

In Algebra I, students continue to struggle with multiple step problems, namely those that require you to convert a linear function to slope-intercept form before finding the solution to the question asked.

Lack of consistent framework for approaching examinations and writing prompts.

3
★

In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.

Students who are not experiencing success are not finding value in learning.

4
★

Failure rates have increased at the NGC in the last 3 years.

Student apathy toward work completion; ineffective system of accountability.

5
★

"Freshman 15" is not being utilized effectively throughout the campus.

Lessons/criteria for Freshman 15 are only given to staff occasionally, therefore time is not efficiently utilized for SEL and to address student needs.

6
★

Professional learning and instructional development need to have more relevance and impact at the NGC.

Teachers not understanding the value of the HISD Cornerstones, and their application to a better learning environment.

7
★

Students are being removed from the instructional setting 79% of the time they are referred for disciplinary reasons.

Lack of disciplinary consequences outside of ISS, OSS, & DAEP.

★ = 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 in the percentage of on-grade level for reading and math on the NWEA MAP screener.

Evaluation Data Source: Students at the NGC will demonstrate increased engagement and perceived value in the NWEA MAP assessments, resulting in an average RIT score increase of at least 3 points in ELA and 4 points in Math from Fall to Spring.

Strategy 1

At the beginning of the year, the NGC will deliver an Advisory lesson highlighting the importance of End-of-Course (EOC) exams for graduation, and emphasize how MAP screener data reflects students' readiness for these assessments.

Strategy's Expected Result/Impact: Students at the NGC will demonstrate increased engagement and perceived value in the NWEA MAP assessments, resulting in an average RIT score increase of at least 3 points in ELA and 4 points in Math from Fall to Spring.

Staff Responsible for Monitoring: Administration & Advisory Teachers

Problem Statements: Student Learning 4

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

Formative Reviews



Accomplished

November



Accomplished

February



Accomplished

April



Accomplished

June

Strategy 2

To emphasize the importance of the MAP screener, students in Algebra I & English I will have the opportunity to earn extra credit based on both their participation and quality performance.

Strategy's Expected Result/Impact: Students at the NGC will demonstrate increased engagement and perceived value in the NWEA MAP assessments, resulting in an average RIT score increase of at least 3 points in ELA and 4 points in Math from Fall to Spring.

Staff Responsible for Monitoring: Administration & Core Teachers

Problem Statements: Student Learning 4

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

NGC English and Math teachers will implement a system of incentives for year-long RIT growth (ie. exemptions & extra credit).

Strategy's Expected Result/Impact: Students at the NGC will demonstrate increased engagement and perceived value in the NWEA MAP assessments, resulting in an average RIT score increase of at least 3 points in ELA and 4 points in Math from Fall to Spring.

Staff Responsible for Monitoring: Administrators & Core Teachers

Problem Statements: Student Learning 4

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

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.

Students who are not experiencing success are not finding value in learning.

Performance Objective 2

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

Evaluation Data Source: STAAR Data resulting in a 10% decrease (from 20%) in Does Not Meet Grade Level in ELA and a 12% decrease (from 22%) in Math Does Not Meet Grade Level, contributing to a 90% Approaches Grade Level score in 2025-2026.

Strategy 1

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

In their first PLC of the year, Algebra I, English I, & Biology teachers will utilize 2024-2025 8th Grade STAAR results as baseline data to identify students' strengths, students' areas of need, and establish which students require targeted intervention.

Strategy's Expected Result/Impact: Lift students identified early resulting in immediate targeted instruction to differentiated needs.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November

February

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Strategy 5

NGC teachers will incorporate released STAAR/EOC questions into daily lessons and in-class assessments throughout the year while consistently teaching students how to analyze these questions using their content knowledge.

Strategy's Expected Result/Impact: Greater familiarity with rigorous EOC questions resulting in achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 4, 5

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

Formative Reviews

Some Progress

November

February

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Strategy 6

ELA teachers will ensure that students understand the importance of effectively responding to the STAAR Extended Constructed Response (ECR) by teaching them how to thoroughly address the prompt, support their answers with evidence, and use proper formatting.

Strategy's Expected Result/Impact: Increased exposure to writing SCRs & ECRs resulting in a 50% reduction in students scoring a "zero" on their English I EOC Extended Constructed Response (ECR).

Staff Responsible for Monitoring: Administrators & ELA Teachers

Problem Statements: Student Learning 1, 4

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

Formative Reviews

Some Progress

November

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Strategy 7

The Biology team will restructure the classroom environment so that instruction comes from the Powerzone while teachers aggressively monitor.

Strategy's Expected Result/Impact: Increased student engagement and active participation in Biology classrooms will foster a more student-centered learning environment, resulting in a 10% increase in the number of students achieving "Masters" on the Biology EOC.

Staff Responsible for Monitoring: Appraisers & Biology Teachers

Problem Statements: Student Learning 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 In ELA, students with identified needs are not making consistent progress at the same rate as their peers, especially when grade-level texts are introduced without scaffolds.	Deficit in quality Tier 1 instructional practices and embedded support.
3 In Algebra I, students continue to struggle with multiple step problems, namely those that require you to convert a linear function to slope-intercept form before finding the solution to the question asked.	Lack of consistent framework for approaching examinations and writing prompts.
4 In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.	Students who are not experiencing success are not finding value in learning.
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Professional learning and instructional development need to have more relevance and impact at the NGC.	Teachers not understanding the value of the HISD Cornerstones, and their application to a better learning environment.

Performance Objective 3 High Priority

(1.1.3) Increase Domain 2 STAAR growth percentage results in reading and math, ensuring an increase in students attaining growth targets.

Evaluation Data Source: By May of 2026, the NGC will show an 8% increase (from 77%) on our Domain 2 scale score for Student Growth to a scale score of 85% contributing to an overall 2026 school rating of 90% .

Strategy 1

In order to improve the NGC students' ability to write, writing should be implemented across all

subjects on a regular basis to help students synthesize their thoughts and demonstrate their knowledge.

Strategy's Expected Result/Impact: Increased exposure to writing SCRs & ECRs resulting in a 50% reduction in students scoring a "zero" on their English I EOC Extended Constructed Response (ECR).

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 4

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 2

All core subjects at the NGC will incorporate small group instruction with targeted students weekly as part of their instructional delivery. This should be indicated and scheduled on PLC agendas the week prior, and verified by walkthrough data.

Strategy's Expected Result/Impact: Increased targeted support for the differentiated needs of the NGC's fragile populations resulting in a reduction of student failure rates to 12% or less per teacher caseload and a 10% decrease in the percentage of students scoring "Does Not Meet" on the English I, Algebra I, & Biology EOCs.

Staff Responsible for Monitoring: Appraisers, Department Heads, & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 3

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

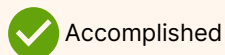
Strategy's Expected Result/Impact: More rigorous instruction indicated by a 10% increase in those achieving "Masters" level on the English I, Algebra I, & Biology EOCs.

Staff Responsible for Monitoring: Appraisers, Department Heads, & Core Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



November

February

April

June

Strategy 4

NGC counselors will intentionally hand schedule "lift students" with teachers who can best support their growth and needs.

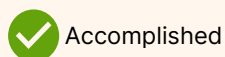
Strategy's Expected Result/Impact: Better support for students indicated by a reduction in student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Principal, Counselors, & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



November

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June

Strategy 5

All core departments will consistently engage in the internalization process during PLCs by utilizing the Hutto ISD Internalization Guide.

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers, Department Heads, & Core Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 6

Algebra I, English I, & Biology teachers will be expected to implement Small Group Instruction at

least once a week to provide support to their "lift students."

Strategy's Expected Result/Impact: Better support for students indicated by a reduction in student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers, Department Heads, & Core Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 7

ESL teachers will have a daily presence in Algebra I classes to better support the EB population.

Strategy's Expected Result/Impact: Increased support for Emergent Bilingual students resulting a reduction in student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Administration & ESL Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 In ELA, students with identified needs are not making consistent progress at the same rate as their peers, especially when grade-level texts are introduced without scaffolds.	Deficit in quality Tier 1 instructional practices and embedded support.
3 In Algebra I, students continue to struggle with multiple step problems, namely those that require you to convert a linear function to slope-intercept form before finding the solution to the question asked.	Lack of consistent framework for approaching examinations and writing prompts.
4 In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.	Students who are not experiencing success are not finding value in learning.
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

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: Overall AP exam scores in Human Geography are increasing to an average of 3.15, and Spanish IV remains at an average of 3.9.

Strategy 1

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

Strategy's Expected Result/Impact: Students being better prepared for the AP exam resulting in a higher percentage of passing scores than the 2024-2025 administration.

Staff Responsible for Monitoring: Appraisers, Advanced Academics Lead, & AP Teachers

Problem Statements: Student Learning 4

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

Formative Reviews

No Progress				
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Strategy 2

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

Strategy's Expected Result/Impact: Students being better prepared for the AP exam resulting in a higher percentage of passing scores than the 2024-2025 administration.

Staff Responsible for Monitoring: Appraisers, Advanced Academics Lead, & AP Teachers

Problem Statements: Student Learning 4

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

Formative Reviews

No Progress

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Strategy 3

NGC teachers will be required to complete failure reports every progress and reporting period to identify failing students who need additional support.

Strategy's Expected Result/Impact: Failure rates across all subjects will be reduced to 12% or less per teacher caseload at the end of each 9-week grading period.

Staff Responsible for Monitoring: Administration, Department Heads, & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 4

In collaboration with teachers, counselors, and case managers, NGC administration will host "Failure Huddles" after each progress reporting period to identify failing students, and develop action plans for intervention.

Strategy's Expected Result/Impact: Failure rates across all subjects will be reduced to 12% or less per teacher caseload at the end of each 9-week grading period

Staff Responsible for Monitoring: Administration, Department Heads, & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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June

Strategy 5

The NGC will implement a Credit Recovery plan for each 9 Weeks which involves projects and assignments designed to demonstrate student mastery of the TEKS.

Strategy's Expected Result/Impact: Failure rates across all subjects will be reduced to 12% or less per teacher caseload at the end of each 9-week grading period

Staff Responsible for Monitoring: Administration, Department Heads, & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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June

Strategy 6

Saturday School will be implemented as an intervention for students who are not completing their assignments in class.

Strategy's Expected Result/Impact: Failure rates across all subjects will be reduced to 12% or less per teacher caseload at the end of each 9-week grading period

Staff Responsible for Monitoring: Administration, Department Heads, & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 7

Advisory teachers will deliver an informational presentation on CCMR opportunities in Hutto ISD, highlighting the importance of students earning at least one CCMR indicator for their future success. Students will receive this presentation twice, once in their Advisory class, and again in their CTE class.

Strategy's Expected Result/Impact: Better student understanding of CCMR requirements and their significance to college, career, and military readiness for HISD graduates.

Staff Responsible for Monitoring: Principal, Advisory teachers, & CTE teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 8

NGC students and parents will sign a CCMR Commitment Form identifying how each NGC student will be obtaining at least one CCMR indicator prior to their graduation from Hutto High School in May of 2029.

Strategy's Expected Result/Impact: Increased knowledge of CCMR indicators and requirements resulting in an increase of CCMR numbers for the graduating class of 2029 from the year prior.

Staff Responsible for Monitoring: Principal, Advisory Teachers, CTE Teachers, Counselors, NGC Students, & NGC Parents

Problem Statements: School Processes & Programs 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.	Students who are not experiencing success are not finding value in learning.
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

Performance Objective 2

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

Evaluation Data Source: STAAR Data resulting in a 10% decrease in Does Not Meet in ELA and a 12% decrease in Math contributing to maintaining, at least, a Domain 3 rating of 91% or higher in 2025-2026.

Strategy 1

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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Strategy 2

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 3

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

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

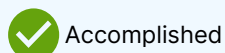
Strategy's Expected Result/Impact: Lift students identified early resulting in immediate targeted instruction to differentiated needs.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



November

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Strategy 5

All core subjects at the NGC will incorporate small group instruction with targeted students weekly as part of their instructional delivery. This should be indicated and scheduled on PLC agendas the week prior, and verified by walkthrough data.

Strategy's Expected Result/Impact: Increased targeted support for the differentiated needs of the NGC's fragile populations indicated by a reduction in failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers, Department Heads, & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 6

ESL teachers will have a daily presence in Algebra I classes to better support the EB population.

Strategy's Expected Result/Impact: Increased support for EB students resulting in better performance on assignments and assessments in Algebra I indicated by a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level on the Algebra I EOC.

Staff Responsible for Monitoring: Principal & ESL Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	In ELA, students with identified needs are not making consistent progress at the same rate as their peers, especially when grade-level texts are introduced without scaffolds.	Deficit in quality Tier 1 instructional practices and embedded support.
3	In Algebra I, students continue to struggle with multiple step problems, namely those that require you to convert a linear function to slope-intercept form before finding the solution to the question asked.	Lack of consistent framework for approaching examinations and writing prompts.
5	Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Professional learning and instructional development need to have more relevance and impact at the NGC.	Teachers not understanding the value of the HISD Cornerstones, and their application to a better learning environment.

Performance Objective 3

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

Evaluation Data Source: STAAR Data resulting in a 10% decrease in Does Not Meet in ELA and a 12% decrease in Math contributing to an 90% score in School Progress for 2025-2026.

Strategy 1

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

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June

Strategy 2

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

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

Strategy's Expected Result/Impact: Strengthen Tier 1 instructional practices to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

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

Strategy's Expected Result/Impact: Lift students identified early resulting in immediate targeted instruction to differentiated needs.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

 Accomplished

November

February

April

June

Strategy 5

NGC teachers will incorporate released STAAR/EOC questions into daily lessons and in-class assessments throughout the year while consistently teaching students how to analyze these questions using their content knowledge.

Strategy's Expected Result/Impact: Better familiarity with the rigor of STAAR questions resulting in improved EOC scores indicated by a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 4, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 6

ELA teachers will ensure that students understand the importance of effectively responding to the STAAR Extended Constructed Response (ECR) by teaching them how to thoroughly address the prompt, support their answers with evidence, and use proper formatting.

Strategy's Expected Result/Impact: Better performance on ECRs resulting in a 50% reduction in students scoring a "zero" on their English I EOC Extended Constructed Response (ECR).

Staff Responsible for Monitoring: Administrators & ELA Teachers

Problem Statements: Student Learning 1, 4

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

Formative Reviews

Some Progress

November

February

April

June

Strategy 7

The Biology team will restructure the classroom environment so that instruction comes from the Powerzone while teachers aggressively monitor.

Strategy's Expected Result/Impact: Increased student engagement and participation in Biology classes resulting in a more student-centered environment indicated by a 10% increase in students achieving "Masters" on the Biology EOC.

Staff Responsible for Monitoring: Appraisers & Biology Teachers

Problem Statements: Student Learning 5 - Perceptions 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 In ELA, students with identified needs are not making consistent progress at the same rate as their peers, especially when grade-level texts are introduced without scaffolds.	Deficit in quality Tier 1 instructional practices and embedded support.
3 In Algebra I, students continue to struggle with multiple step problems, namely those that require you to convert a linear function to slope-intercept form before finding the solution to the question asked.	Lack of consistent framework for approaching examinations and writing prompts.
4 In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.	Students who are not experiencing success are not finding value in learning.
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Professional learning and instructional development need to have more relevance and impact at the NGC.	Teachers not understanding the value of the HISD Cornerstones, and their application to a better learning environment.

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

Performance Objective 1

(1.4.1) Student overall engagement scores will increase on student surveys.

Evaluation Data Source: Panorama Student Perception Survey data will show an increase to 90% for a favorable answer to whether or not students "feel they are included in school activities and events."

Strategy 1

The ATL Crew will meet with the principal at least three times a semester during the 2025-2026 school year to collaborate on strategies, ideas, and initiatives which foster a positive and student-centered campus culture.

Strategy's Expected Result/Impact: Greater student voice in decisions made at the NGC resulting in a 90% favorable result in "School Confidence" on the EOY Panorama student survey.

Staff Responsible for Monitoring: Principal & Student Council Sponsors

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

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

Strategy's Expected Result/Impact: Greater student voice in decisions made at the NGC resulting in a 90% favorable result in "School Confidence" on the EOY Panorama student survey.

Staff Responsible for Monitoring: Principal, Student Council Sponsors, & Teachers

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

The NGC will implement an Advisory period within the instructional day to allow for remediation (HB 1416), enrichment, Credit Recovery, & Dual Credit.

Strategy's Expected Result/Impact: Catch a greater number of "lift students" to reduce student failure rates to 12% or less per teacher caseload. Additionally, improve STAAR EOC performance by achieving a 10% decrease in the percentage of students scoring "Does Not Meet" and a 10% increase in those achieving "Masters" level.

Staff Responsible for Monitoring: Administration & Teachers

Problem Statements: Student Learning 5 - School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Accomplished

November

February

April

June

Strategy 4

To reduce tardiness and protect instructional time, the NGC will adopt MINGA to be used as a digital hall pass which will better document and regulate student time out of class.

Strategy's Expected Result/Impact: Reduce student tardiness from previous years, aiming for an average of fewer than 5 tardies per class period.

Staff Responsible for Monitoring: Administration & Teachers

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 5

To reduce absences and protect instructional time, the NGC will incorporate an attendance incentive program which will reward students with quality attendance every progress period.

Strategy's Expected Result/Impact: An attendance rate which never falls below 95% throughout the year.

Staff Responsible for Monitoring: Administration, Attendance Clerk, & Front Office Staff

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November **February** **April** **June**

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Students are being removed from the instructional setting 79% of the time they are referred for disciplinary reasons.	Lack of disciplinary consequences outside of ISS, OSS, & DAEP.

Performance Objective 2

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

Evaluation Data Source: STAAR Data resulting in a 10% decrease in Does Not Meet in ELA and a 12% decrease in Math contributing to maintaining, at least, a Domain 3 rating of 91% or higher in 2025-2026.

Strategy 1

Inclusion numbers for every inclusion section will be capped at 10 SPED students in order to maximize services of the inclusion teacher's support.

Strategy's Expected Result/Impact: Reduce the percentage of students in the Special Education population scoring "Does Not Meet" by 15% on the English I, Algebra I, & Biology EOC assessments.

Staff Responsible for Monitoring: Administration, Counselors, & SPED Staff

Problem Statements: Student Learning 5

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

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Strategy 2

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

Strategy's Expected Result/Impact: Lift students identified early resulting in immediate targeted instruction to differentiated needs.

Staff Responsible for Monitoring: Appraisers & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

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Strategy 3

The NGC Registrar will develop and implement a questionnaire for incoming enrollees which will help in identifying the need for special programs.

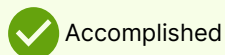
Strategy's Expected Result/Impact: More thorough and earlier identification of transfer students needing accommodations, so appropriate services can be in place prior to the student's 10th day of enrollment.

Staff Responsible for Monitoring: Principal, Registrar, Dean of Students, SPED Department Chair, & ESL Teacher

Problem Statements: Student Learning 5

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



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Strategy 4

NGC Inclusion support personnel will carry clipboards with printed rosters that highlight students enrolled in special programs and detail their individualized monitoring pathways.

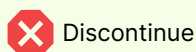
Strategy's Expected Result/Impact: Reduce the percentage of students in the Special Education population scoring "Does Not Meet" by 15% on the English I, Algebra I, & Biology EOC assessments.

Staff Responsible for Monitoring: Principal, Dean of Students, SPED Department Head, & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



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Strategy 5

NGC Inclusion support personnel will receive walkthroughs and feedback which solely focuses on Cornerstone 6 of the Hutto ISD Cornerstone Framework.

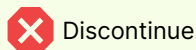
Strategy's Expected Result/Impact: Reduce the percentage of students in the Special Education population scoring "Does Not Meet" by 15% on the English I, Algebra I, & Biology EOC assessments.

Staff Responsible for Monitoring: Principal, Dean of Students, SPED Department Head, & Teachers

Problem Statements: Student Learning 1, 3, 5

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 In ELA, students with identified needs are not making consistent progress at the same rate as their peers, especially when grade-level texts are introduced without scaffolds.	Deficit in quality Tier 1 instructional practices and embedded support.
3 In Algebra I, students continue to struggle with multiple step problems, namely those that require you to convert a linear function to slope-intercept form before finding the solution to the question asked.	Lack of consistent framework for approaching examinations and writing prompts.
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 3

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

Evaluation Data Source: Discipline reporting data will indicate a 25% decrease in ISS placements at the NGC resulting in fewer than 200 placements on the year.

Strategy 1

NGC administrators and counselors will meet middle school personnel from all three campuses during the Summer of 2025 to identify and discuss any students who need additional emotional or behavioral support. This same list will be reviewed bi-weekly in admin meetings.

Strategy's Expected Result/Impact: More strategic placing of students with appropriate staff resulting in a reduction in total referrals from last year by 15% (2024-25 = 473).

Staff Responsible for Monitoring: Administrators, MS Administrators, & Counselors

Problem Statements: Perceptions 2

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Students who have been identified as needing additional emotional or behavioral support will be hand scheduled into classes with the most appropriate teacher for their needs

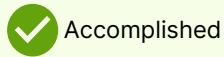
Strategy's Expected Result/Impact: More strategic placing of students with appropriate staff resulting in a reduction in total referrals from last year by 15% (2024-25 = 473 referrals).

Staff Responsible for Monitoring: Administrators, MS Administrators, & Counselors

Problem Statements: Perceptions 2

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Strategy 3

Community service will be implemented as an alternative disciplinary consequence at the NGC to reduce suspensions while promoting the values of hard work, accountability, and responsibility; furthermore, students will receive documented community service hours for their participation, reinforcing a restorative approach to discipline.

Strategy's Expected Result/Impact: A reduction in ISS assignments from last year by 25% (2024-25 = 265 ISS placements).

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

The NGC will incorporate a PBIS system using "ATL Bucks" (Above the Line) which will be used in conjunction with rewards every progress period to highlight behavior which is aligned with our PBIS expectations.

Strategy's Expected Result/Impact: More strategic placing of students with appropriate staff resulting in a reduction in total referrals from last year by 15% (2024-25 = 473 referrals).

Staff Responsible for Monitoring: Administration & Front Office Staff

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

Students are being removed from the instructional setting 79% of the time they are referred for disciplinary reasons.

Lack of disciplinary consequences outside of ISS, OSS, & DAEP.

Goal 4 (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 will show a decrease in staff turnover to less than 15% for the 2025-2026 school year.

Strategy 1

The principal will issue BOY Support Surveys to the staff in an effort to better assess what "support" means to each individual teacher.

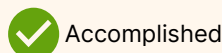
Strategy's Expected Result/Impact: Better insight into how staff members feel supported resulting in a greater than 85% favorable result in "School Leadership" on the EOY Panorama Staff Survey.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

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

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Strategy 2

T-Tess Goal meetings will be combined with "Support Interviews" at the beginning of the year, and will be held earlier in the Fall semester..

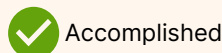
Strategy's Expected Result/Impact: Better insight into how staff members feel supported resulting in a greater than 85% favorable result in "School Leadership" on the EOY Panorama Staff Survey.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 4

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

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Accomplished

Strategy 3

A Teacher Advisory Council will be established and composed of a diverse group of teachers, in non-leadership roles, who will meet every 9 Week period to discuss campus culture and initiatives.

Strategy's Expected Result/Impact: Better insight into how staff members feel supported resulting in a greater than 85% favorable result in "School Leadership" on the EOY Panorama Staff Survey.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

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

Formative Reviews

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Strategy 4

In collaboration with the PTSA, the NGC administration will implement and proactively calendar more frequent opportunities to celebrate teachers; opportunities will include: monthly "underground spirit days," monthly snack carts, birthday celebrations, etc.

Strategy's Expected Result/Impact: Staff feeling more valued resulting in a greater than 85% favorable result in "School Leadership" on the EOY Panorama Staff Survey.

Staff Responsible for Monitoring: Principal, PTSA, & Front Office Staff

Problem Statements: Perceptions 1

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

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
4 In general, students do not use test taking strategies and problem solving skills consistently throughout different courses, and struggle to articulate thoughts in well-written ECRS.	Students who are not experiencing success are not finding value in learning.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Professional learning and instructional development need to have more relevance and impact at the NGC.	Teachers not understanding the value of the HISD Cornerstones, and their application to a better learning environment.

Goal 5

(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: TIA data will show an increase of TIA certified teachers from a total of 3 teachers to 7 teachers.

Strategy 1

An observation & feedback calendar will be created and followed at the beginning of the year scheduling every teacher for at least 6 walkthroughs; additional walkthroughs will be added per teacher need.

Strategy's Expected Result/Impact: Protected time for instructional walkthroughs ensuring that instructional development remains the primary focus of administrators; this will be evidenced by each NGC teacher receiving a minimum of 6 instructional walkthroughs over the course of the academic year.

Staff Responsible for Monitoring: Principal & APs

Problem Statements: Perceptions 1

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

Formative Reviews

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Strategy 2

When prompt adherence to feedback is necessary, walkthroughs will be conducted consecutively with teachers to provide ongoing coaching throughout the implementation of corrective actions or new strategies.

Strategy's Expected Result/Impact: Instructional feedback is received, implemented with fidelity, and continuously refined until it becomes embedded in daily practice. Evidence of this sustained improvement will be reflected in a reduction of student failure rates to 12% or less per teacher caseload. Additionally, STAAR EOC performance will improve, with a 10% decrease in students scoring at the "Does Not Meet" level and a 10% increase in those reaching the "Masters" level.

Staff Responsible for Monitoring: Principal & APs

Problem Statements: Perceptions 1

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

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Strategy 3

All departments will perform monthly peer walkthroughs to analyze, calibrate, and adopt the best instructional practices throughout the NGC.

Strategy's Expected Result/Impact: Teachers build their instructional capacity based on the best practices and talents of thier peers. Evidence of this sustained improvement will be reflected in a reduction of student failure rates to 12% or less per teacher caseload. Additionally, STAAR EOC performance will improve, with a 10% decrease in students scoring at the "Does Not Meet" level and a 10% increase in those reaching the "Masters" level.

Staff Responsible for Monitoring: Appraisers, Department Heads, & Teachers

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

For T-Tess appraisal assignments, department personnel will be dispersed amongst the appraisers so that a single appraiser will be assessing multiple departments rather than the departments they manage.

Strategy's Expected Result/Impact: Appraisals will now focus more on each teacher's individual needs rather than on departments as a whole.

Staff Responsible for Monitoring: Principal & APs

Problem Statements: Perceptions 1

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

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Professional learning and instructional development need to have more relevance and impact at the NGC.	Teachers not understanding the value of the HISD Cornerstones, and their application to a better learning environment.

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 will show an increase in "Engagement" from 64% to 80%.

Strategy 1

At the NGC's annual Fish Camp (August 6, 2025), we will host parent information sessions on grade and credit requirements, graduation plans, dress code, HB 1481, volunteer opportunities, PTSA, Skyward navigation, and advanced academic opportunities.

Strategy's Expected Result/Impact: Better parental understanding of all pertinent knowledge pertaining to the NGC and their student's success resulting in a 95% positive opinion for "Overall Experience" on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal, Counselors, & Leadership Team

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

During the NGC Open House event (August 26, 2024), several parent sessions will be held in an aim to educate parents on grade and credit requirements, graduation plans, dress code, volunteer opportunities, PTSA, Skyward navigation, and advanced academic opportunities.

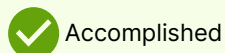
Strategy's Expected Result/Impact: Better parental understanding of all pertinent knowledge pertaining to the NGC and their student's success resulting in a 95% positive opinion for "Overall Experience" on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal, Counselors, & Leadership Team

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

The NGC will host an AP Parent Night for parents and students in which they will be informed of the opportunity and benefit of their student's participation in the AP exam.

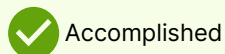
Strategy's Expected Result/Impact: Greater participation in the AP exam from the 2024-2025 school year (172 students).

Staff Responsible for Monitoring: Principal, Appraisers, Advance Academics Coordinator, & AP Teachers

Problem Statements: Student Learning 5

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

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Accomplished

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Strategy 4

A Parent Advisory Council will be established and composed of a diverse group of parents who will meet every 9 Week period to discuss campus culture and initiatives.

Strategy's Expected Result/Impact: Better parental understanding of all pertinent knowledge pertaining to the NGC and their student's success resulting in a 95% positive opinion for "Overall Experience" on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal, Assistant Principals, & Secretary

Problem Statements: Student Learning 5

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

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 2

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

Evaluation Data Source: Parent perception survey data will show an increase in "Engagement" from 64% to 80%.

Strategy 1

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

Strategy's Expected Result/Impact: Better understanding

Staff Responsible for Monitoring: Survey participation will increase at each distribution point (BOY, MOY, EOY), and results will show a measurable improvement to 85% or greater in parent satisfaction ratings regarding school culture, communication, and student-centered practices by the end of the year.

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

A PFE Committee composed of administrators, counselors, teachers, and Parent-Teacher Association (PTA) representatives will be established in order to update the PFE Playbook and carry out its strategies and events.

Strategy's Expected Result/Impact: Increased parental involvement throughout the year resulting in a favorable opinion of 75% or greater on "Engagement" in the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal, PFE Coordinator, PFE Committee, & PTSA

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

A Parent Advisory Council will be established and composed of a diverse group of teachers, in non-leadership roles, who will meet every 9 Week period to discuss campus culture and initiatives.

Strategy's Expected Result/Impact: Increased parental involvement throughout the year resulting in a favorable opinion of 75% or greater on "Engagement" in the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & PTSA

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Failure rates have increased at the NGC in the last 3 years.

Student apathy toward work completion; ineffective system of accountability.

Performance Objective 3

3.1.3 Increase the number of positive customer service survey responses.

Evaluation Data Source: Parent perception survey data will show an increase in "Communication" from 87% to 90%.

Strategy 1

All NGC teachers will be encouraged to use GoTo in order to make calls or daily texts, rather than emails, to keep parents updated on progress and behavior.

Strategy's Expected Result/Impact: Better and more frequent communication with parents resulting in a favorable opinion of 85% on "Communication" for the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal, Appraisers, & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Using postcards, all NGC teachers will be expected to write two personal messages to two different students from their caseload at the conclusion of every faculty meeting.

Strategy's Expected Result/Impact: More positive affirmations sent to students resulting in better student-staff relationships indicated by a 95% positive opinion for "Overall Experience" on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

The Key Communicator role will be reassigned to the Journalism teacher who will ensure that the NGC's story is being told via a strong social media presence (webpage, Twitter, Facebook) weekly.

Strategy's Expected Result/Impact: Greater presence on social media telling the story of the great things happening at the NGC indicated by a 95% positive response for "Overall Experience" on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & Journalism Teacher

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
5 Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Goal 7

(3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 1

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

Evaluation Data Source: CCMR data for the district will improve to at least 90% in 2029.

Strategy 1

In the Spring of 2026, the NGC counselors will host a career fair at the NGC to educate students on applications and resumes while introducing students to potential employers.

Strategy's Expected Result/Impact: Create opportunities for NGC students to find jobs prior to their Summer break resulting in a positive opinion for "Overall Experience" on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & Counselors

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Goal 8

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

Performance Objective 1

3.3.1 Increased diversity of and participation in district citizen committees.

Evaluation Data Source: Parent perception survey data will show an increase in "Engagement" from 64% to 80%.

Strategy 1

Communication sent from the NGC will be sent in Spanish as well as English.

Strategy's Expected Result/Impact: Increase the likelihood of our messages being recieved and understood by Spanish speaking families as resulting in a positive opinion for "Overall Experience" on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & Secretary.

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.

Performance Objective 2

3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Source: Parent perception survey data will show an increase in "Communication" from 87% to 90%.

Strategy 1

Communication sent from the NGC will be sent in Spanish as well as English.

Strategy's Expected Result/Impact: Increase the likelihood of our messages being recieved and understood by Spanish speaking families resulting in a positive opinion for "Overall Experience" of 95% on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & Secretary.

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

5

Failure rates have increased at the NGC in the last 3 years.

Student apathy toward work completion; ineffective system of accountability.

Performance Objective 3

3.3.3 Increase the number of positive customer service survey responses.

Evaluation Data Source: Parent perception survey data will show an increase in "Trust & Relationships" from 84% to 90%.

Strategy 1

All NGC teachers will be encouraged to use GoTo in order to make calls or daily texts, rather than emails, to keep parents updated on progress and behavior.

Strategy's Expected Result/Impact: Better and more frequent communication with parents resulting in a favorable opinion of 85% on "Communication" for the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal, Appraisers, & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Using postcards, all NGC teachers will be expected to write two personal messages to two different students from their caseload at the conclusion of every faculty meeting.

Strategy's Expected Result/Impact: More positive affirmations sent to students resulting in a positive opinion for "Overall Experience" of 95% on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & Teachers

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

A PFE Committee composed of administrators, counselors, teachers, and Parent-Teacher Association (PTA) representatives will be established in order to update the PFE Playbook and carry out its strategies and events.

Strategy's Expected Result/Impact: Increased parental involvement throughout the year resulting in a positive opinion for "Overall Experience" of 95% on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal, PFE Coordinator, PFE Committee, & PTSA

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

A Parent Advisory Council will be established and composed of a diverse group of teachers, in non-leadership roles, who will meet every 9 Week period to discuss campus culture and initiatives.

Strategy's Expected Result/Impact: Increased parental involvement throughout the year resulting in a positive opinion for "Overall Experience" of 95% on the EOY Panorama Parent Survey.

Staff Responsible for Monitoring: Principal & PTSA

Problem Statements: Student Learning 5

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement		Root Cause
5	Failure rates have increased at the NGC in the last 3 years.	Student apathy toward work completion; ineffective system of accountability.