

Hutto Independent School District



Hutto Middle School

2025-2026 Campus Improvement Plan

Mission Statement

Hippo Nation Inspires Excellence in Academics, Character, and Community!

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Summary

Hutto Middle School serves a diverse and growing student population. The student body includes 44.8% Hispanic, 30.4% White, 13.9% African American, and smaller percentages of Asian, American Indian, and multiracial students. The school has a high percentage of students identified as economically disadvantaged (46.6%), at-risk (37.6%), and English Learners (16.4%). Special Education students make up 8.6% of the population, and 12.9% are served under Section 504.

Enrollment declined slightly in the previous year but is projected to increase in 2025–2026. This trend is influenced by district growth and the opening of a new middle school, which helped balance enrollment across campuses. The community is characterized by dual-working, middle-income families, many of whom are new to the area. While the school offers a wide range of support programs, including SpEd, 504, ESL, and CTE, there are challenges in ensuring consistent implementation and adequate staffing to meet student needs.

Strengths

- A wide range of support programs are available to meet the needs of diverse student groups, including Special Education, ESL, 504, and CTE.
- Enrollment is stabilizing, with projected growth for the upcoming year.
- Staff retention is strong, with 85% of teachers returning and most having 5+ years of experience.
- The school community is diverse and continues to grow, offering opportunities for increased engagement and partnership.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ Support programs for English Learners, Special Education, and at-risk students are not consistently implemented, monitored, or evaluated for effectiveness.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students.
2★ Students have limited early exposure to college and career pathways, and there are few structured mentorship or internship opportunities.	Lack of partnerships and planning structures to support early postsecondary awareness.

★ = Priority

Student Learning

Summary

Hutto Middle School demonstrated measurable academic growth in 2024–2025 in several areas, particularly in Algebra I, 6th and 8th grade ELA, and Social Studies. Algebra I maintained 100% Approaches and 97% Meets, with 81% of students achieving Masters. Sixth grade showed strong growth in both Math and ELA, with Approaches increasing from 65% to 78% in Math and from 76% to 88% in Reading. Eighth grade Reading also performed well, with 85% Approaches, 66% Meets, and 34% Masters.

However, 8th grade Science performance declined from the previous year, with Approaches dropping from 88% to 80% and Meets from 61% to 57%. Seventh grade performance remains the most critical concern, with Math at 36% Approaches, 16% Meets, and 1% Masters, and ELA at 48% Meets and 22% Masters. Special Education and Emergent Bilingual students continue to perform below their peers across all grade levels, particularly in writing and reading. TELPAS data confirms that 66% of EB students showed no growth in language proficiency, with writing being the weakest domain.

The campus has implemented several intervention structures, including WIN, WOW, and enrichment periods, and uses data from CBAs, MAP, and STAAR Interim assessments to monitor progress. However, the RTI process remains inconsistently applied, and reteaching systems for absent or struggling students are not standardized.

Strengths

- Algebra I: 100% Approaches, 97% Meets, 81% Masters
- 6th Grade Math: Approaches increased from 65% to 78%; Masters nearly doubled from 9% to 16%
- 8th Grade Reading: 85% Approaches, 66% Meets, 34% Masters
- Social Studies: Gains in all performance bands from 2024 to 2025
- CBA Growth: Significant improvement from CBA 1 to CBA 2 in most grades and subjects
- Data Use: Strong alignment between MAP, Interim, and STAAR outcomes

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ Seventh grade students are performing significantly below other grade levels in both Math and ELA, indicating instructional and support gaps.	Lack of a structured support system for early-career teachers, including coaching and peer modeling.
2 ★ Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.
3 ★ TELPAS data shows that 66% of English Learners did not demonstrate growth in language proficiency, with writing being the weakest domain.	Lack of embedded TELPAS-aligned instruction and progress monitoring across content areas.
4 ★ There are persistent achievement gaps between White/Asian students and Hispanic,Black/African American, and Emergent Bilingual students.	Inconsistent differentiation and lack of culturally responsive instructional practices.
5 ★ Teachers need additional training and resources to effectively scaffold instruction for students at varying performance levels.	Lack of targeted professional development and instructional coaching support.

★ = Priority

School Processes & Programs

Summary

Hutto Middle School offers a broad range of academic, enrichment, and support programs designed to meet the needs of a diverse student population. These include Special Education, 504, ESL, Gifted and Talented, CTE, and Fine Arts. The school also provides structured transition supports, college and career readiness programming, and 1:1 technology access. Instructional time is protected through strategic scheduling, and the campus uses digital tools to manage calendars, assessments, and communication.

Despite these strengths, several systems and practices require refinement. The RTI process lacks consistency and clarity, and behavior management systems are not implemented with fidelity across classrooms. Professional development is often district-directed and not tailored to secondary needs. Teachers report challenges with technology management, and curriculum-based assessment data is limited. While the school has a School Improvement Monitoring Calendar, follow-through and accountability for initiatives vary across departments.

Strengths

- A wide variety of programs are available to support academic, social-emotional, and postsecondary readiness needs
- 1:1 Chromebook access and digital safety tools are in place
- Strategic use of scheduling tools to maximize instructional time and manage schoolwide events
- Strong transition supports for students entering and exiting middle school
- Enrichment period allows for both intervention and student-led clubs
- School Improvement Monitoring Calendar is in place to guide progress checks

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ The RTI process lacks clear documentation, consistent implementation, and a designated coordinator to lead intervention efforts.	Absence of a designated RTI coordinator to lead and manage the intervention process.
2★ Behavior systems are inconsistently applied across classrooms, with unclear expectations and limited accountability.	Inconsistent implementation and accountability for schoolwide behavior and SEL systems.
3★ Professional development is not consistently aligned to campus needs or secondary instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.
4★ Technology tools used for classroom management are not user-friendly, and student device use can be a distraction.	Lack of training and support for effective classroom technology integration.
5★ Student-centered initiatives in the Campus Improvement Plan often lack student voice and engagement.	Lack of structured opportunities for student input in campus planning.

6
★

There is inconsistent follow-through and accountability for implementing improvement strategies across grade levels and departments.

Lack of a monitoring system to ensure implementation fidelity.

7
★

The campus has an Average Daily Attendance (ADA) rate of 94%, which is below the district and state target of 96% or higher.

Absence of a structured, proactive intervention, communication and education plan for student attendance.

8
★

The current structure of Professional Learning Communities (PLCs) lacks the organization and guidance necessary to model effective lesson planning for new teachers.

All PLCs do not consistently follow a structured agenda or framework, resulting in missed opportunities to collaboratively plan lessons, analyze data, and model effective instructional strategies.

9
★

The existing mentor program lacks clearly defined expectations and accountability measures, reducing its effectiveness in supporting new teacher development.

The mentor program lacks formalized roles, responsibilities, and monitoring systems, leading to variability in mentor engagement and inconsistent support for mentees.

★ = Priority

Perceptions

Summary

Perception data from multiple sources—including the Panorama Climate Survey, MRA (Leader in Me), and internal staff, student, and family surveys—indicate that Hutto Middle School has a strong foundation in safety, communication, and student-teacher relationships. Students report high levels of engagement in school activities and feel that their voices are heard. Staff express confidence in leadership and school safety, while families report strong communication and trust in the school.

However, there are notable gaps in student belonging, behavior consistency, and family engagement. Students report witnessing unkind behavior at high rates, and there is a significant discrepancy between student and staff perceptions of school culture. Staff satisfaction with professional development has declined, and families indicate a desire for more meaningful involvement and community partnerships.

Student Perceptions:

- 83% report feeling included in school activities (Panorama)
- 80% say teachers care about them
- 73% report trusted relationships with staff (MRA)
- 78% feel academically confident
- 71% feel empowered to lead and make decisions
- Only 35% report a strong sense of belonging (Panorama)
- 74% have witnessed unkind behavior
- Self-advocacy and future focus are moderate (75% and 76%, respectively)

Staff Perceptions:

- 86% express confidence in school leadership
- 90% feel safe at school
- Staff report strong interpersonal relationships and a positive school climate
- Satisfaction with professional learning dropped from 51% to 36%
- Staff voice and well-being remain moderate
- Concerns exist about inconsistent behavior systems and lack of instructional coaching

Family & Community Perceptions:

- 81% report strong communication with the school
- 80% trust school staff and leadership
- School-family partnership rated at 66 (MRA)
- Family engagement rated at 64; community engagement at 61

Only 69% report feeling actively involved in school life

Limited participation in academic events and site-based planning

Strengths

- Strong student-teacher relationships and high levels of student engagement
- Staff feel safe and supported by leadership
- Communication with families is consistent and effective
- Students report increased voice and empowerment in school decisions
- School safety procedures are well-established and trusted by staff and students

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ A high percentage of students report witnessing unkind behavior leading to a lack of a sense of belonging.	Inconsistent implementation and accountability for schoolwide behavior and SEL systems.
2 ★ Family and community engagement levels are moderate, with limited active participation and few structured partnerships.	Families do not feel that most engagement opportunities are relevant or valuable to them and community partnership are lacking.
3 ★ Communication with families is not consistently multilingual, and staff need training on available translation tools.	Limited training on available tools for multilingual communication.
4 ★ Students are frequently tardy and failing due to not turning in assignments.	Implementation efforts for schoolwide behavior and SEL have focused more on structural rollout than on building the connection to academic outcomes like attendance and assignment completion
5 ★ Students with repeated behavioral issues are not receiving meaningful or cumulative consequences.	Professional development has not prioritized behavior systems and restorative practices as essential components of school culture and student success

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Support programs for English Learners, Special Education, and at-risk students are not consistently implemented, monitored, or evaluated for effectiveness.

Lack of targeted professional development on inclusive instructional practices for SPED and EB students.

2
★

Students have limited early exposure to college and career pathways, and there are few structured mentorship or internship opportunities.

Lack of partnerships and planning structures to support early postsecondary awareness.

3
★

Seventh grade students are performing significantly below other grade levels in both Math and ELA, indicating instructional and support gaps.

Lack of a structured support system for early-career teachers, including coaching and peer modeling.

4
★

Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.

Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.

5
★

TELPAS data shows that 66% of English Learners did not demonstrate growth in language proficiency, with writing being the weakest domain.

Lack of embedded TELPAS-aligned instruction and progress monitoring across content areas.

6
★

There are persistent achievement gaps between White/Asian students and Hispanic, Black/African American, and Emergent Bilingual students.

Inconsistent differentiation and lack of culturally responsive instructional practices.

7
★

Teachers need additional training and resources to effectively scaffold instruction for students at varying performance levels.

Lack of targeted professional development and instructional coaching support.

8
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The RTI process lacks clear documentation, consistent implementation, and a designated coordinator to lead intervention efforts.

Absence of a designated RTI coordinator to lead and manage the intervention process.

9
★

Behavior systems are inconsistently applied across classrooms, with unclear expectations and limited accountability.

Inconsistent implementation and accountability for schoolwide behavior and SEL systems.

10
★

Professional development is not consistently aligned to campus needs or secondary instructional practices.

Lack of a structured feedback loop to align PD with teacher needs.

11
★

Technology tools used for classroom management are not user-friendly, and student device use can be a distraction.

Lack of training and support for effective classroom technology integration.

12
★

Student-centered initiatives in the Campus Improvement Plan often lack student voice and engagement.

Lack of structured opportunities for student input in campus planning.

13



There is inconsistent follow-through and accountability for implementing improvement strategies across grade levels and departments.

Lack of a monitoring system to ensure implementation fidelity.

14



The campus has an Average Daily Attendance (ADA) rate of 94%, which is below the district and state target of 96% or higher.

Absence of a structured, proactive intervention, communication and education plan for student attendance.

15



The current structure of Professional Learning Communities (PLCs) lacks the organization and guidance necessary to model effective lesson planning for new teachers.

All PLCs do not consistently follow a structured agenda or framework, resulting in missed opportunities to collaboratively plan lessons, analyze data, and model effective instructional strategies.

16



The existing mentor program lacks clearly defined expectations and accountability measures, reducing its effectiveness in supporting new teacher development.

The mentor program lacks formalized roles, responsibilities, and monitoring systems, leading to variability in mentor engagement and inconsistent support for mentees.

17



A high percentage of students report witnessing unkind behavior leading to a lack of a sense of belonging.

Inconsistent implementation and accountability for schoolwide behavior and SEL systems.

18



Family and community engagement levels are moderate, with limited active participation and few structured partnerships.

Families do not feel that most engagement opportunities are relevant or valuable to them and community partnership are lacking.

19



Communication with families is not consistently multilingual, and staff need training on available translation tools.

Limited training on available tools for multilingual communication.

20



Students are frequently tardy and failing due to not turning in assignments.

Implementation efforts for schoolwide behavior and SEL have focused more on structural rollout than on building the connection to academic outcomes like attendance and assignment completion

21



Students with repeated behavioral issues are not receiving meaningful or cumulative consequences.

Professional development has not prioritized behavior systems and restorative practices as essential components of school culture and student success

★ = 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: NWEA MAP

Reading from 49% to 59%

Math from 36% to 46%

Algebra I from 86% to 96%

Strategy 1

Administer weekly formative assessments in every core class and analyze student work to inform instruction.

Strategy's Expected Result/Impact: Improved student performance on NWEA MAP assessments.

Staff Responsible for Monitoring: Department Heads, Core Content Teachers, Campus Admin

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Strategy 2

Provide targeted academic support during WIN Time, WoW, and Enrichment periods.

Strategy's Expected Result/Impact: Increased number of students achieving on-grade level performance.

Staff Responsible for Monitoring: Grade-Level Teams, Campus Admin

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

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Strategy 3

Ensure consistent use of HQIMs and district curriculum guides in all core content areas.

Strategy's Expected Result/Impact: Aligned and rigorous instruction across classrooms.

Staff Responsible for Monitoring: Department Heads, Campus Admin

Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 6

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Seventh grade students are performing significantly below other grade levels in both Math and ELA, indicating instructional and support gaps.	Lack of a structured support system for early-career teachers, including coaching and peer modeling.
2 Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.
4 There are persistent achievement gaps between White/Asian students and Hispanic,Black/African American, and Emergent Bilingual students.	Inconsistent differentiation and lack of culturally responsive instructional practices.
5 Teachers need additional training and resources to effectively scaffold instruction for students at varying performance levels.	Lack of targeted professional development and instructional coaching support.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
6 There is inconsistent follow-through and accountability for implementing improvement strategies across grade levels and departments.	Lack of a monitoring system to ensure implementation fidelity.

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: Quarterly CBA Data, STAAR Interim, STAAR Data
Math from 48% to 56%
Reading from 61% to 72%
Science from 59% to 69%
Social Studies from 36% to 46%

Strategy 1

Implement lesson internalization practices during PLCs to improve instructional delivery.

Strategy's Expected Result/Impact: Higher percentage of students achieving 'Meets' or higher on STAAR.

Staff Responsible for Monitoring: PLC Leads, Instructional Coaches

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Provide additional coaching for Math teachers through Carnegie Learning.

Strategy's Expected Result/Impact: Improved math instruction and student outcomes on STAAR.

Staff Responsible for Monitoring: Math Coach, Campus Admin

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3

Integrate writing across the curriculum to strengthen literacy skills.

Strategy's Expected Result/Impact: Improved student writing and reading comprehension across subjects.

Staff Responsible for Monitoring: Department Heads, Core Content Teachers

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Seventh grade students are performing significantly below other grade levels in both Math and ELA, indicating instructional and support gaps.	Lack of a structured support system for early-career teachers, including coaching and peer modeling.
2	Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.
4	There are persistent achievement gaps between White/Asian students and Hispanic,Black/African American, and Emergent Bilingual students.	Inconsistent differentiation and lack of culturally responsive instructional practices.
5	Teachers need additional training and resources to effectively scaffold instruction for students at varying performance levels.	Lack of targeted professional development and instructional coaching support.

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: STAAR, CBA, STAAR Interim
All tests from 72% to 77%

Strategy 1

Identify teachers with limited student growth and implement coaching cycles to improve instructional effectiveness.

Strategy's Expected Result/Impact: Increased percentage of students meeting STAAR growth targets.

Staff Responsible for Monitoring: Department Heads, Campus Admin

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Strategy 2

Set growth goals for underperforming student populations and monitor progress with action plans.

Strategy's Expected Result/Impact: Improved growth outcomes for targeted student groups.

Staff Responsible for Monitoring: Core Content Teachers, Campus Admin

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Provide department heads with a common data period to support admin with observation, feedback, and coaching.

Strategy's Expected Result/Impact: Improved instructional practices and student growth outcomes.

Staff Responsible for Monitoring: Department Heads, Campus Admin

Problem Statements: Student Learning 1, 2, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Seventh grade students are performing significantly below other grade levels in both Math and ELA, indicating instructional and support gaps.	Lack of a structured support system for early-career teachers, including coaching and peer modeling.
2	Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.
4	There are persistent achievement gaps between White/Asian students and Hispanic,Black/African American, and Emergent Bilingual students.	Inconsistent differentiation and lack of culturally responsive instructional practices.
5	Teachers need additional training and resources to effectively scaffold instruction for students at varying performance levels.	Lack of targeted professional development and instructional coaching support.

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

Performance Objective 1 HB3 Goal

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

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

100% of 8th grade students will participate in a College and Career class and create a graduation plan.

Strategy 1

Implement a college and career exploration course for all 8th grade students to build early awareness.

Strategy's Expected Result/Impact: Increased student readiness for postsecondary pathways.

Staff Responsible for Monitoring: Counselors, Campus Admin

Problem Statements: Demographics 2 - School Processes & Programs 5 - Perceptions 2

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

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

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Strategy 2

Host quarterly community events and mentorship opportunities to connect students with career pathways.

Strategy's Expected Result/Impact: Stronger community partnerships and student engagement in career readiness.

Staff Responsible for Monitoring: Campus Admin, Campus Leadership Team

Problem Statements: Demographics 2 - School Processes & Programs 5 - Perceptions 2

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

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

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Strategy 3

Create student-centered spaces for SEL and leadership development such as lounges and courtyards.

Strategy's Expected Result/Impact: Improved student engagement and leadership skills.

Staff Responsible for Monitoring: Counselors, Campus Admin

Problem Statements: Demographics 2 - School Processes & Programs 5 - Perceptions 2

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 Students have limited early exposure to college and career pathways, and there are few structured mentorship or internship opportunities.	Lack of partnerships and planning structures to support early postsecondary awareness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 Student-centered initiatives in the Campus Improvement Plan often lack student voice and engagement.	Lack of structured opportunities for student input in campus planning.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Family and community engagement levels are moderate, with limited active participation and few structured partnerships.	Families do not feel that most engagement opportunities are relevant or valuable to them and community partnership are lacking.

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 Interim, STAAR

Special Education:
Reading from 25% to 35%
Math from 22% to 32%
Science from 29% to 39%
Social Studies from 22% to 32%

Emergent Bilingual:
Reading from 45% to 55%
Math from 40% to 50%
Science from 57% to 67%
Social Studies from 24% to 34%

Strategy 1

Provide twice-monthly professional development sessions for core teachers focused on SPED and ESL strategies aligned to the district's instructional cornerstones.

Strategy's Expected Result/Impact: Improved instructional practices and increased STAAR performance for special populations.

Staff Responsible for Monitoring: Department Heads, Dean of Student Support, ESL Teacher, Campus Admin

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

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Strategy 2

Hire a Dean of Student Support to lead ARDs and provide coaching for SPED teachers and paraprofessionals.

Strategy's Expected Result/Impact: Stronger support systems and instructional quality for SPED students.

Staff Responsible for Monitoring: Principal, SPED Coordinator

Problem Statements: Demographics 1 - Student Learning 2, 5

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

Considerable Progress

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Strategy 3

Provide targeted intervention through Math, ELA, and Language Labs during enrichment periods with peer tutoring.

Strategy's Expected Result/Impact: Increased academic achievement for SPED and EB students.

Staff Responsible for Monitoring: Core Teachers, Campus Admin

Problem Statements: Demographics 1 - Student Learning 1, 2, 3, 4, 5

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Moderate Progress

November

February

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Support programs for English Learners, Special Education, and at-risk students are not consistently implemented, monitored, or evaluated for effectiveness.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Seventh grade students are performing significantly below other grade levels in both Math and ELA, indicating instructional and support gaps.	Lack of a structured support system for early-career teachers, including coaching and peer modeling.
2 Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.
3 TELPAS data shows that 66% of English Learners did not demonstrate growth in language proficiency, with writing being the weakest domain.	Lack of embedded TELPAS-aligned instruction and progress monitoring across content areas.
4 There are persistent achievement gaps between White/Asian students and Hispanic,Black/African American, and Emergent Bilingual students.	Inconsistent differentiation and lack of culturally responsive instructional practices.

5

Teachers need additional training and resources to effectively scaffold instruction for students at varying performance levels.

Lack of targeted professional development and instructional coaching support.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Technology tools used for classroom management are not user-friendly, and student device use can be a distraction.

Lack of training and support for effective classroom technology integration.

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 Interim, STAAR

Math from 48% to 56%

Reading from 61% to 72%

Science from 59% to 69%

Social Studies from 36% to 46%

Strategy 1

Facilitate weekly RTI/MTSS meetings during common planning time to review student data and plan interventions.

Strategy's Expected Result/Impact: Improved academic performance through timely and targeted interventions.

Staff Responsible for Monitoring: Grade-Level Teams, Campus Admin

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

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 2

Use formative assessment data and student tracking tools to monitor progress and adjust

instruction.

Strategy's Expected Result/Impact: Increased percentage of students meeting grade-level expectations on STAAR.

Staff Responsible for Monitoring: Core Teachers, Department Heads, Campus Admin

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

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

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

Formative Reviews

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Strategy 3

Provide peer tutoring and academic support during enrichment periods to reinforce core content learning.

Strategy's Expected Result/Impact: Improved student mastery of grade-level content.

Staff Responsible for Monitoring: Core Teachers, Department Heads, Campus Admin

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

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Seventh grade students are performing significantly below other grade levels in both Math and ELA, indicating instructional and support gaps.	Lack of a structured support system for early-career teachers, including coaching and peer modeling.
2 Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 The RTI process lacks clear documentation, consistent implementation, and a designated coordinator to lead intervention efforts.	Absence of a designated RTI coordinator to lead and manage the intervention process.
2 Behavior systems are inconsistently applied across classrooms, with unclear expectations and limited accountability.	Inconsistent implementation and accountability for schoolwide behavior and SEL systems.

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

Strategy 1

Implement Leader in Me and the RCA House System to promote student belonging and engagement.

Strategy's Expected Result/Impact: Increased student engagement and sense of community as measured by survey data.

Staff Responsible for Monitoring: House Coordinators, Campus Admin

Problem Statements: School Processes & Programs 5 - Perceptions 1, 4

Funding Sources: Title I, Part A - (6300) Supplies and Materials, \$16,940.7, Title I, Part A - (6300) Supplies and Materials, \$7,800

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Establish Student Lighthouse Team and Peer Mediation programs to foster leadership and conflict resolution skills.

Strategy's Expected Result/Impact: Improved student leadership and peer relationships.

Staff Responsible for Monitoring: Counselors, Campus Admin, Leader in Me Campus Coach

Problem Statements: School Processes & Programs 5 - Perceptions 1, 4

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 3

Recognize students through weekly positive referrals and monthly 'Hippos of the Month' awards.

Strategy's Expected Result/Impact: Increased student motivation and positive behavior.

Staff Responsible for Monitoring: Teachers, Campus Admin

Problem Statements: School Processes & Programs 5 - Perceptions 1, 4

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 Student-centered initiatives in the Campus Improvement Plan often lack student voice and engagement.	Lack of structured opportunities for student input in campus planning.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 A high percentage of students report witnessing unkind behavior leading to a lack of a sense of belonging.	Inconsistent implementation and accountability for schoolwide behavior and SEL systems.
4 Students are frequently tardy and failing due to not turning in assignments.	Implementation efforts for schoolwide behavior and SEL have focused more on structural rollout than on building the connection to academic outcomes like attendance and assignment completion

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 Interim, STAAR
Reading from 25% to 35%
Math from 22% to 32%

Strategy 1

Provide HMH coaching and CAST professional development to support Science teachers with new TEKS implementation.

Strategy's Expected Result/Impact: Improved instructional quality and STAAR performance for SPED students in Science.

Staff Responsible for Monitoring: Science Department Head, Campus Admin

Problem Statements: Demographics 1 - Student Learning 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

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Strategy 2

Implement coaching cycles for SPED teachers to improve instructional practices and student outcomes.

Strategy's Expected Result/Impact: Increased academic achievement for SPED students.

Staff Responsible for Monitoring: Dean of Student Support, Campus Admin

Problem Statements: Demographics 1 - Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

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

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Strategy 3

Use student binders with goal-setting, data tracking, and leadership portfolios to support academic growth.

Strategy's Expected Result/Impact: Improved student ownership of learning and academic performance.

Staff Responsible for Monitoring: Core teachers, Enrichment Teachers

Problem Statements: Demographics 1 - Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Some Progress

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Support programs for English Learners, Special Education, and at-risk students are not consistently implemented, monitored, or evaluated for effectiveness.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Special Education and Emergent Bilingual students consistently perform below their peers, particularly in reading and writing.	Lack of targeted professional development on inclusive instructional practices for SPED and EB students including early intervention strategies.

Performance Objective 3

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

Evaluation Data Source: Discipline reporting data

Strategy 1

Implement a campus-wide PBIS Plan and Low-Level Referral System to address behavior proactively.

Strategy's Expected Result/Impact: Reduction in discretionary discipline referrals.

Staff Responsible for Monitoring: PBIS Committee, Grade-level Teams, Campus Admin

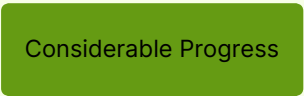
Problem Statements: School Processes & Programs 2 - Perceptions 1, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



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Strategy 2

Provide monthly Behavior/MTSS professional development during grade-level meetings.

Strategy's Expected Result/Impact: Improved teacher capacity to manage behavior and implement SEL strategies.

Staff Responsible for Monitoring: MTSS Coordinator, Campus Admin

Problem Statements: School Processes & Programs 2 - Perceptions 1, 5

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Create student-centered SEL spaces such as the Student Lounge, Courtyard, Pitt Stop, and Fishbowl.

Strategy's Expected Result/Impact: Increased student access to SEL supports and reduction in behavioral incidents.

Staff Responsible for Monitoring: Counselors, Campus Admin

Problem Statements: School Processes & Programs 5, 7 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Behavior systems are inconsistently applied across classrooms, with unclear expectations and limited accountability.	Inconsistent implementation and accountability for schoolwide behavior and SEL systems.
5 Student-centered initiatives in the Campus Improvement Plan often lack student voice and engagement.	Lack of structured opportunities for student input in campus planning.
7 The campus has an Average Daily Attendance (ADA) rate of 94%, which is below the district and state target of 96% or higher.	Absence of a structured, proactive intervention, communication and education plan for student attendance.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 A high percentage of students report witnessing unkind behavior leading to a lack of a sense of belonging.	Inconsistent implementation and accountability for schoolwide behavior and SEL systems.
5 Students with repeated behavioral issues are not receiving meaningful or cumulative consequences.	Professional development has not prioritized behavior systems and restorative practices as essential components of school culture and student success

Performance Objective 4

Average Daily Attendance (ADA) will increase from 94% to 96%.

Strategy 1

Implement a campus-wide Attendance Plan with proactive communication and incentives.

Strategy's Expected Result/Impact: Increased student attendance rates.

Staff Responsible for Monitoring: Attendance Clerk, Campus Admin

Problem Statements: School Processes & Programs 7 - Perceptions 4

Title I: 2.5.3

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

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Moderate Progress

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Strategy 2

Use a Student Dashboard to communicate clear expectations and track attendance and academic progress.

Strategy's Expected Result/Impact: Improved student accountability and attendance.

Staff Responsible for Monitoring: Grade-Level Teams, Campus Admin

Problem Statements: School Processes & Programs 7 - Perceptions 4

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Host family engagement events and recognize students with strong attendance records.

Strategy's Expected Result/Impact: Increased family involvement and improved student attendance.

Staff Responsible for Monitoring: Family Engagement Coordinator, Campus Admin

Problem Statements: School Processes & Programs 7 - Perceptions 4

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
7 The campus has an Average Daily Attendance (ADA) rate of 94%, which is below the district and state target of 96% or higher.	Absence of a structured, proactive intervention, communication and education plan for student attendance.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 Students are frequently tardy and failing due to not turning in assignments.	Implementation efforts for schoolwide behavior and SEL have focused more on structural rollout than on building the connection to academic outcomes like attendance and assignment completion

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, TIA data

Strategy 1

Implement a New Teacher Support Plan that includes monthly professional development sessions for first- and second-year teachers.

Strategy's Expected Result/Impact: Increased retention of early-career teachers and improved instructional quality.

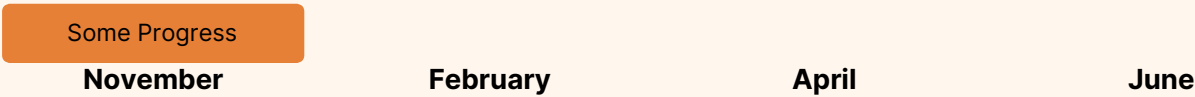
Staff Responsible for Monitoring: Campus Admin

Problem Statements: School Processes & Programs 4, 6, 8, 9

Title I: 2.5.3

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

Formative Reviews



Strategy 2

Each department will host a staff meeting with team-building activities and showcase an instructional strategy aligned to district cornerstones.

Strategy's Expected Result/Impact: Improved staff morale and collaboration across departments.

Staff Responsible for Monitoring: Department Heads, Campus Admin

Problem Statements: School Processes & Programs 6, 8, 9

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Strategy 3

Provide structured PLCs and coaching support to ensure consistent collaboration and instructional planning.

Strategy's Expected Result/Impact: Increased teacher satisfaction and instructional effectiveness.

Staff Responsible for Monitoring: Department Heads, Campus Admin

Problem Statements: School Processes & Programs 4, 6, 8, 9

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Strategy 4

Provide content specific professional development opportunities for staff based on staff member need and choice (Carnegie, Lowman, Lead4Ward)

Strategy's Expected Result/Impact: Improve teacher satisfaction scores on the annual climate survey,
Improved instructional practices as evidenced by observation data and student performance trends.

Staff Responsible for Monitoring: Admin and Department Heads

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 Technology tools used for classroom management are not user-friendly, and student device use can be a distraction.	Lack of training and support for effective classroom technology integration.
6 There is inconsistent follow-through and accountability for implementing improvement strategies across grade levels and departments.	Lack of a monitoring system to ensure implementation fidelity.
8 The current structure of Professional Learning Communities (PLCs) lacks the organization and guidance necessary to model effective lesson planning for new teachers.	All PLCs do not consistently follow a structured agenda or framework, resulting in missed opportunities to collaboratively plan lessons, analyze data, and model effective instructional strategies.
9 The existing mentor program lacks clearly defined expectations and accountability measures, reducing its effectiveness in supporting new teacher development.	The mentor program lacks formalized roles, responsibilities, and monitoring systems, leading to variability in mentor engagement and inconsistent support for mentees.

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: Evaluation data, TIA, TTess Data

Strategy 1

Provide department heads with a common data period to support administrators with observation, feedback, and coaching.

Strategy's Expected Result/Impact: Improved instructional practices through timely feedback and support.

Staff Responsible for Monitoring: Department Heads, Campus Admin

Problem Statements: School Processes & Programs 3, 8, 9

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

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Strategy 2

Carnegie coaching for Math teachers.

Strategy's Expected Result/Impact: Improved math instruction and student outcomes.

Staff Responsible for Monitoring: Math Specialist, Campus Admin

Problem Statements: School Processes & Programs 3, 8, 9

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

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

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Moderate Progress

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Strategy 3

Establish a structured feedback loop to align professional development with teacher needs and campus goals.

Strategy's Expected Result/Impact: More effective and relevant professional development offerings.

Staff Responsible for Monitoring: Department Heads, Campus Admin

Problem Statements: School Processes & Programs 3, 8, 9

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 Professional development is not consistently aligned to campus needs or secondary instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.
8 The current structure of Professional Learning Communities (PLCs) lacks the organization and guidance necessary to model effective lesson planning for new teachers.	All PLCs do not consistently follow a structured agenda or framework, resulting in missed opportunities to collaboratively plan lessons, analyze data, and model effective instructional strategies.
9 The existing mentor program lacks clearly defined expectations and accountability measures, reducing its effectiveness in supporting new teacher development.	The mentor program lacks formalized roles, responsibilities, and monitoring systems, leading to variability in mentor engagement and inconsistent support for mentees.

Goal 6

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

Performance Objective 1

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

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

Strategy 1

Host monthly volunteer opportunities and quarterly community events including No Place for Hate activities and seasonal fun runs.

Strategy's Expected Result/Impact: Increased family and community participation in campus events.

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Perceptions 2, 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Family and community engagement levels are moderate, with limited active participation and few structured partnerships.	Families do not feel that most engagement opportunities are relevant or valuable to them and community partnership are lacking.
3	Communication with families is not consistently multilingual, and staff need training on available translation tools.	Limited training on available tools for multilingual communication.

Performance Objective 2

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

Evaluation Data Source: Fall and Spring Parent Perception Survey

Strategy 1

Provide staff training on translation tools such as Google Translate and Canva to improve multilingual communication.

Strategy's Expected Result/Impact: Improved communication and trust with non-English-speaking families.

Staff Responsible for Monitoring: Campus Admin, ESL Teacher

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Communication with families is not consistently multilingual, and staff need training on available translation tools.	Limited training on available tools for multilingual communication.

Performance Objective 3

3.1.3 Increase the number of positive customer service survey responses.

Evaluation Data Source: Parent perception survey- Customer Service Questions

Strategy 1

Develop and implement a Staff Dashboard with SOPs for communication and customer service.

Strategy's Expected Result/Impact: Improved consistency and quality of staff interactions with families.

Staff Responsible for Monitoring: Campus Admin, Office Staff

Problem Statements: Perceptions 2, 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Family and community engagement levels are moderate, with limited active participation and few structured partnerships.	Families do not feel that most engagement opportunities are relevant or valuable to them and community partnership are lacking.
3	Communication with families is not consistently multilingual, and staff need training on available translation tools.	Limited training on available tools for multilingual communication.

Goal 7

(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

Strategy 1

Establish student and parent advisory councils to provide input on campus initiatives and planning.

Strategy's Expected Result/Impact: Greater representation and engagement from diverse stakeholders.

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Family and community engagement levels are moderate, with limited active participation and few structured partnerships.	Families do not feel that most engagement opportunities are relevant or valuable to them and community partnership are lacking.

Performance Objective 2

3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Source: Parent perception survey

Strategy 1

Distribute multilingual surveys and feedback tools to gather input from all families.

Strategy's Expected Result/Impact: Increased response rates and more inclusive feedback from diverse families.

Staff Responsible for Monitoring: Campus Admin, ESL Teacher

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 Communication with families is not consistently multilingual, and staff need training on available translation tools.	Limited training on available tools for multilingual communication.

Performance Objective 3

3.3.3 Increase the number of positive customer service survey responses.

Evaluation Data Source: Citizen committee participation matches Hutto ISD demographics.

Strategy 1

Develop community partnerships to support campus events and student programs.

Strategy's Expected Result/Impact: Stronger community ties and improved perception of school services.

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Perceptions 2, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Family and community engagement levels are moderate, with limited active participation and few structured partnerships.	Families do not feel that most engagement opportunities are relevant or valuable to them and community partnership are lacking.
3 Communication with families is not consistently multilingual, and staff need training on available translation tools.	Limited training on available tools for multilingual communication.



Funding Summary

Funding Summary

Title I, Part A - (6100) Payroll Costs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,525.47
+/- Difference					\$7,525.47

Title I, Part A - (6200) Contracted Services

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

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		--	\$16,940.70
3	1	1		--	\$7,800.00
Sub-Total					\$24,740.70
Budgeted Fund Source Amount					\$24,740.70
+/- Difference					\$0.00

Title I, Part A - (6400) Operating Cost

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

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,387.00
+/- Difference					\$11,387.00