

# Hutto Independent School District



## Veteran's Hill Elementary School

## 2025-2026 Campus Improvement Plan

# Mission Statement

VHE Mission: We are a community of leaders who collaborate to inspire and empower others.

## Vision

VHE Vision: Inspiring students, parents, staff, and community to reach their potential!

## Value Statement

- We believe that all VHE students are OUR students, and we believe in building relationships with them. We go out of our way to make sure our students feel welcome, included, and valued as partners in their education.
- We believe that every students' educational needs are important and every decision should be made in the best interest of all students and their individual success.
- We believe that it takes a village for our students to be successful and parents/guardians and community involvement are vital to the success of our students.
- We believe in developing the whole child; that character, social-emotional well-being, health, physical safety and security are as important as academic achievement.
- We believe communication is a two-way process for the school-home learning connection as well as for delivery of information and application of content.
- We embrace a growth mindset and realize that giving and receiving honest, constructive feedback is how we grow as educators.

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# Comprehensive Needs Assessment

# Demographics

## Summary

Veterans' Hill Elementary is a public school located in Round Rock, Texas in a growing community. Currently, the student population of Veterans' Hill Elementary is 639 students and the school serves grades PK-5. Veterans' Hill Elementary has a diverse population of students that has grown since the beginning of the school year by about 51 students. We have a low male population of teachers with only 4 on teaching staff, whereas 46 are female instructional staff. Our teaching staff is a majority Hispanic staff at 48%, then White at 23%, African American at 11%, and Asian at 12%.

The Veterans' Hill Elementary stakeholders include campus administrators, teachers, parents/guardians, community, and business representatives. The school community members were included in the planning process as contributing partners through the PTA, Campus Advisory Committee meetings, Parent Square Surveys, Hanover Climate Survey, and through the Family Culture Fair.

The special programs at VHE align with the needs and desires of our students, along with the philosophy and beliefs of our teachers and administrators. In the GT program, there were a total of 47 students being served in the year 25-26. In the Sped program, a total of 109 students are served. The BaSE program serves 9 student. In 2024-2025, there were 34 students identified as dyslexic out of 751 students. Students with dyslexia account for 5% of our population. VHE will start the 25-26 school year with 23 students receiving dyslexia services. That does not include the students who will be tested during the summer. Hutto ISD follows procedures in identifying and providing resources to students identified under the McKinney Vento Act. Such services include but are not limited to transportation, providing school supplies, free lunch, assistance with emergency food, enrollment assistance, basic needs, and mental health support services.

Veterans' Hill Elementary had approximately 110 office referrals made in 2024-2025. There were a total of 52 students with discipline referrals.

For the 24-25 school year, VHE had 95% Attendance. Campus administration and the registrar identify students with chronic absences. Some of the practices in place to address these issues include, but are not limited to: attendance meetings with parent/guardian, attendance contracts, Parent and Family Engagement support, referrals to community resources, referrals to campus support, and filing truancy.

We are fortunate to live in such a prestigious area. Hutto was named one of the 2017 Best Suburbs for Millennial's in Austin Metro. With its low student-to-teacher ratios, low crime rate, and a short commute to Austin, Hutto is easily one of the best places to raise a family in Texas.

## Strengths

Veterans' Hill Elementary excels in creating a positive, welcoming, and collaborative environment where students, staff, and families feel supported and valued. The school's commitment to a growth mindset and the holistic development of students, including leadership and social-emotional skills through the Leader in Me program, fosters an inclusive and well-rounded educational experience. Veterans' Hill Elementary demonstrates strong academic performance, ranking in the top 50% of Texas public schools, with above-average proficiency in reading and a dedicated focus on using data to guide instruction and promote student growth.

Veterans' Hill Elementary stands out for its implementation of a two-way dual language enrichment model, fostering bilingualism and biliteracy among students. The school is characterized by its diverse student body, with significant representation from Hispanic (40.1%), White (18.7%), African-American (12.2%), Asian (10%), Pacific Islander (0.001%), and multiracial (.04%) communities. Veterans' Hill also has 36% of the campus represented by emergent bilinguals. The school has successfully reduced the number of discipline referrals compared to the previous year, indicating an improvement in student behavior and school climate. An active attendance committee plays a crucial role in maintaining high attendance rates by reaching out to families with chronic absences, resulting in the highest attendance rate among all elementary campuses in Hutto ISD. Additionally, the growing Hutto community is bringing in more families with school-aged children, contributing to the school's dynamic and expanding population.

# Problem Statements Identifying Demographics Needs

|   | Problem Statement                                                                                                                                             | Root Cause                                                   |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1 | Limited resources available for Special Programs, including Gifted and Talented education, which hinders our ability to fully meet the needs of all students. | Recent budget cuts have reduced funding to special programs. |

 = Priority

# Student Learning

## Summary

At Veterans' Hill Elementary, we believe it is our job to help students reach their highest potential. It is our job to meet the needs of both high-achieving and struggling students. When students meet/exceed grade-level standards, it is our responsibility to challenge and extend their learning to higher-level thinking, and apply real-world application. WIN time (What I Need Time) or Intervention time provides acceleration/enrichment opportunities for our GT and high achieving students, and intervention for our struggling students in both reading and mathematics. When students struggle, it is our responsibility to provide intervention through small group instruction, reteaching, technology intervention, and filling any other conceptual gaps.

We utilize a variety of different techniques to provide student with the supports they need to achieve academic success. Our district curriculum framework incorporates the 5 important pillars prioritizing Assessment/DDI, Personalized Instruction, Student Agency, Rigor, and Relationships. Additionally, grades 3-5 implement the Blended Learning program.

The Multi-Tiered System of Support (MTSS) process and committee are in place to support students who struggle. The MTSS committee identifies and plans interventions for students needing support. Our intervention time provides a designated time for staff to work with students in small groups, without students missing core instructional minutes. Teachers provide additional support during regular core classes to implement Tier 1 and Tier 2 interventions. Additional support is also provided through intervention teachers pushing in and pulling out, Dyslexia teacher pull-out, Special Education support, and intervention programs.

## Strengths

Our school effectively uses data analysis through PLCs and formative assessments to guide instruction, create small groups, and tailor interventions to meet students' needs. We have a strong commitment to providing a range of support services, including RTI, special education, and tutoring, to ensure that students receive targeted help based on their individual needs. The school fosters a collaborative approach to student support, with teachers and interventionists working together to provide personalized instruction and monitor student progress.

# Problem Statements Identifying Student Learning Needs

| Problem Statement                                                                                                                                                                                                                                         | Root Cause                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>Limited student growth for struggling students due to the inability to effectively use data and consistently implement targeted interventions.</div>                                                                                    | <div>The lack of a structured data cycle, small group creation, resources and clear guidelines for progressing students through tiered support.</div>                                                                |
| <div>2</div> <div>★</div> <div>The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students.</div> | <div>Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability.</div> |

★ = Priority

# School Processes & Programs

## Summary

Significant safety systems are in place at VHE, regularly reevaluated to address new concerns, and issues that arise are being met, and addressed with staff to ensure protocols are understood and followed consistently and efficiently throughout the year in order to ensure safety for our school community. Hutto ISD offers competitive benefits and salaries as well as opportunities for stipends and bonuses. Roles and responsibilities are clear for Hutto ISD employees. Overall Hutto ISD staff members are satisfied with their job and workplace but feel as though their workload is not appropriate for their position. The campus provides teachers with professional development in different ways including weekly PLCs, lunch and learns, monthly faculty meetings, and peer observations. Teachers have the option of attending PD outside of the campus per principal approval. New or struggling teachers are offered support from their team leads, mentor teachers, instructional coaches, and during weekly team meetings and PLCs. Stakeholders are able to be involved with the CIP/CNA process through survey data and signing up for CNA groups.

Overall the systems in place that the district offers to address needs and track progress for RTI and screeners are mClass, NWEA Maps Growth, and IA's. If a student needs to be moved through the tiers, an SST meeting must be held so the RTI committee can review. The Maps Growth and mClass screeners provide teachers with valuable data. Consistency is critical to meeting established goals; creating, maintaining, and completing systems to achieve them is essential. Students are given opportunities to meet challenging state academic standards through the use of our strong research-based curriculum, including STEMscopes and HMH. Students are given opportunities to meet high expectations through the use of blended learning in grades 3-5, our intervention hour (WIN time), and our gifted and talented BLAST program. Students at risk have additional needs met through HB1416 instruction, tutoring, and our additional day school year program. The lesson plans that are completed are data-driven through the use of formative assessments and interventions are utilized. We protect and maximize our instructional time by adhering to required instructional minutes with fidelity, utilizing technology and high quality instructional resources. We are constantly working on improving our SEL programs such as Leader In Me and Restorative Discipline to ensure that our vision, mission, goals, and values are aligned.

Demographics show that Hispanic/White are the largest population groups for both the campus (VHE) as a whole and in the GT program. The 2nd Grade GT CoGAT screener is a tool used to help identify gifted students that may not have a parent or teacher advocate. Veterans' Hill Elementary discipline data reflect that most of the discipline occurs with males in 3rd and 5th grade. Teachers use a variety of discipline and behavior charts and techniques to help students cope with any social and emotional needs. VHE integrates CTE with our counselor teaching careers in guidance lessons, holding an annual career fair that parents can attend to showcase what they do, wearing college t-shirts on the first Wednesday of the month, and displaying career posters in the hallway.

## Strengths

Veterans' Hill Elementary School demonstrates several strengths in prioritizing safety measures, including diligent door checks, involvement of staff and students in safety protocols, and the use of safety film on glass. Professional development (PD) offerings are diverse, encompassing areas like addressing low student performance through Data-Driven Instruction (DDI), Professional Learning Communities (PLC), Response to Intervention (RTI), tutoring, blended learning, and restorative discipline. Students have opportunities to be involved in their learning processes through Leader in Me data tracking and leadership opportunities.

The school demonstrates a strong commitment to community engagement with diverse after-school events, enhancing family involvement and connection to the campus. There is a solid foundation of collaboration and support among staff, with a focus on positive peer relationships and strong leadership from the administration.

# Problem Statements Identifying School Processes & Programs Needs

| Problem Statement                                                                                                                                                                                                                                                                                                                                                 | Root Cause                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1★</div> <p>Teachers do not feel supported with current PD practices.</p>                                                                                                                                                                                                                                                                                    | <p>Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented.</p>                                                                                                                                                                                          |
| <div>2★</div> <p>Disruptive student behaviors reduce the instructional time in the classroom.</p>                                                                                                                                                                                                                                                                 | <p>Discipline practices are not consistent across classrooms, teachers lack behavior management strategies, lack of accountability system from administration and guidance lessons/SEL programs are not tailored to student needs.</p>                                                                                                                                                                           |
| <div>3★</div> <p>Emotional support services for students, particularly in counseling and conflict resolution, need improvement.</p>                                                                                                                                                                                                                               | <p>Inconsistent scheduling and availability of counseling staff. Lack of quality guidance lessons.</p>                                                                                                                                                                                                                                                                                                           |
| <div>4★</div> <p>While many parents express pride in their child's performance and achievements, our campus lacks consistent and intentional structures for fostering active parent engagement through two-way conversations and authentic partnerships in learning. This results in limited collaboration between home and school to support student growth.</p> | <p>Campus practices have primarily focused on sharing student outcomes (e.g., grades, performances, events) rather than creating opportunities for parents to engage as instructional partners. Communication tends to be one-directional, and limited strategies are in place to invite parents into collaborative dialogue about student learning, progress, and ways they can support instruction at home</p> |

★ = Priority

# Perceptions

## Summary

Overall, our students and staff feel safe and welcome on our campus. We work together well and support our teams. All new teacher receive mentoring from an assigned teacher to answer questions and offer guidance to help with the transition to Hutto ISD and VHE.

This is Year 3 of our implementation of Leader in Me. Students learn the 7 Habits of Highly Effective People via an online curriculum. Students earn Hippo Leader Tickets by displaying the 7 habits throughout the day, and at the end of each 9 weeks two students from each class are honored for exhibiting the habits of the month. We continue to use restorative circles when necessary. Additionally, teachers meet students at the door for morning greetings and to gauge their frame of mind prior to students entering the classroom. Students pick the type of greeting they would like as they enter. Calming corners/safe spaces are also established in every classroom.

VHE offers small groups to grades K-5. Students struggling or showing signs of needing intervention socially & emotionally are able to get the help they need in a safe space and take what they've learned back to the classroom. A variety of topics are covered such as boundaries, anger management skills, self-esteem, friendship skills, problem-solving skills, and communication.

Parents are encouraged to participate in their child's learning by joining PTA or seeking other volunteer opportunities. The VHE PTA successfully hosts the following events each year; Trunk or Treat, Kite Festival, Glow Dance, Veterans' Day Celebration, in-person Holiday Gift Shoppe, multiple spirit nights, staff appreciation treats, STAAR snacks, and breakfast for 5th Graders' Last Day of School. Veterans' Hill Elementary also hosts several family events including Welcome Walks, Meet the Teacher Night, Hispanic Heritage Night, Grade Level music performances, Literacy Night, and a Multicultural Fair. Veterans' Hill Elementary publicly posts information on the following sources: the Veterans' Hill web page, VHE PTA Facebook, and the VHE Facebook page.

During the 24-25 school year, the campus held both in-person and virtual award ceremonies at the end of every 9-week period. Parents and community members were invited to congratulate student success. The awards were perfect attendance, A/AB Honor Roll, Math/Reading Growth awards and the Leader in Me accolades.

## Strengths

The following strengths underscore VHE's commitment to fostering an inclusive, supportive, and engaging educational environment. Students feel safe and supported in school. Additionally, teachers feel supported by their colleagues and team leads. This has led to a strong school climate where everyone is accountable for all students and takes initiative to support one another. Students and staff set goals, track goal progress, and celebrate goal achievement. The VHE community is very involved in volunteering and attending parent events.

On the 24-25 MRA (Measurable Results Assessment), VHE yielded improvements (or remained the same) in all areas (see below). However, most notably, we improved in the areas of Staff Leadership and Family & Community engagement. Family engagement, school climate, and staff voice were the highest rated sub-areas of the survey.

# Problem Statements Identifying Perceptions Needs

| Problem Statement                                                                                            | Root Cause                                     |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <div>1</div> <div>★</div> <div>Teachers need more behavior support and students need more SEL support.</div> | <div>Insufficient SEL/counseling program</div> |

★ = Priority



# Priority Problem Statements

## Problem Statement

## Root Cause

1  
★

Disruptive student behaviors reduce the instructional time in the classroom.

Discipline practices are not consistent across classrooms, teachers lack behavior management strategies, lack of accountability system from administration and guidance lessons/SEL programs are not tailored to student needs.

2  
★

Teachers need more behavior support and students need more SEL support.

Insufficient SEL/counseling program

3  
★

The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students.

Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability.

4  
★

Teachers do not feel supported with current PD practices.

Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented.

5  
★

Emotional support services for students, particularly in counseling and conflict resolution, need improvement.

Inconsistent scheduling and availability of counseling staff. Lack of quality guidance lessons.

6



While many parents express pride in their child's performance and achievements, our campus lacks consistent and intentional structures for fostering active parent engagement through two-way conversations and authentic partnerships in learning. This results in limited collaboration between home and school to support student growth.

Campus practices have primarily focused on sharing student outcomes (e.g., grades, performances, events) rather than creating opportunities for parents to engage as instructional partners. Communication tends to be one-directional, and limited strategies are in place to invite parents into collaborative dialogue about student learning, progress, and ways they can support instruction at home

★ = Priority



# Goals

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

## Performance Objective 1 High Priority

By June 2026, the percentage of students meeting projected growth on NWEA MAP in all subjects will increase from 48% to 60%.

**Evaluation Data Source:** Students who meet projected growth on NWEA MAP STAAR will increase to 60% in all subjects.

### Strategy 1

Provide targeted academic interventions to at-risk students through small group instruction, campus intervention periods, or pull-out sessions, focusing on closing achievement gaps and supporting student progress.

**Strategy's Expected Result/Impact:** Student groups who need additional academic support will receive targeted interventions and demonstrate meaningful growth

**Staff Responsible for Monitoring:** Admin, Instructional Support Coach and classroom teachers will monitor progress monitoring data biweekly.

**Problem Statements:** Student Learning 2

**Funding Sources:** Supplies and Materials Title I, Part A - (6300) Supplies and Materials, \$2,369, PLC at Work PD Title I, Part A - (6200) Contracted Services, \$8,500

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Some Progress

November

February

April

June

### Strategy 2

Campus teachers will participate in Professional Learning Communities (PLCs) focused on unpacking standards, common formative assessments, immediate instructional adjustments to include small group instruction.

**Strategy's Expected Result/Impact:** Each PLC cycle will produce actionable next steps and reteach plans for students who did not master objectives. Improve instructional practices and academic student outcomes.

**Staff Responsible for Monitoring:** Administration, Dean of Student Support, Instructional Support Coach, Classroom Teachers

**Problem Statements:** School Processes & Programs 1

**Title I:** 2.5.2, 2.5.3

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

**Formative Reviews**

Some Progress

NovemberFebruaryAprilJune

Performance Objective 1 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                         | Root Cause                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2<br>The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students. | Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability. |

Performance Objective 1 Problem Statements Identifying School Processes & Programs

| Problem Statement                                              | Root Cause                                                                                                                                                                                                       |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>Teachers do not feel supported with current PD practices. | Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented. |

Performance Objective 2

By June 2026, the percentage of students achieving Meets Grade Level or Above on STAAR in Domain I (all subjects) will increase from 53% to 65%.

**Evaluation Data Source:** Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 53 to 65 by June 2026.

Strategy 1

Provide professional development on differentiation and implementation of accommodations so teachers can meet the needs of students of all ability levels.

**Strategy's Expected Result/Impact:** Staff will implement differentiation strategies and accommodations effectively in the classroom.

**Staff Responsible for Monitoring:** Admin, Team Leaders, Leadership Team

**Problem Statements:** School Processes & Programs 1

**Title I:**

**TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**

Some Progress

November

February

April

June

**Performance Objective 2 Problem Statements Identifying School Processes & Programs**

Problem Statement

Root Cause

1

Teachers do not feel supported with current PD practices.

Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented.

**Performance Objective 3**

By June 2025, the percentage of students achieving annual growth in all grades and both subjects will increase from 71% to 80% for math and from 78% to 85% in reading .

**Evaluation Data Source:** School progress annual growth in all grades in both subjects will increase from 71% to 85% by June 2026

**Strategy 1**

VHE students will create math and/or reading goals based on student need and progress monitor the goals. Parents will be informed of current student progress and student goals.

**Strategy's Expected Result/Impact:** Students will take more ownership in their own progress and learning gaps will be minimized.

**Staff Responsible for Monitoring:** Classroom teachers, Administration, Instructional Coach

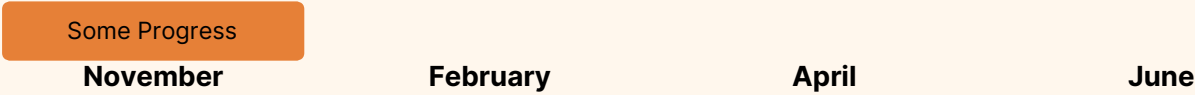
**Problem Statements:** Student Learning 2

**Title I:** 2.5.1

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**



**Strategy 2**

Provide 100% of VHE teachers the opportunity to observe a peer at least once this school year.

**Strategy's Expected Result/Impact:** Teachers will gain new instructional methods/strategies that they can implement in their classrooms.

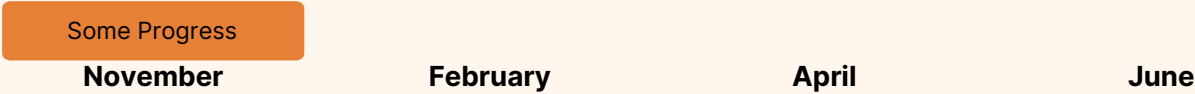
**Staff Responsible for Monitoring:** Administration.

**Problem Statements:** School Processes & Programs 1 - Perceptions 1

**Title I:**

**ESF Levers:** Lever 5: Effective Instruction

**Formative Reviews**



Performance Objective 3 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                         | Root Cause                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2<br>The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students. | Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability. |

Performance Objective 3 Problem Statements Identifying School Processes & Programs

| Problem Statement                                              | Root Cause                                                                                                                                                                                                       |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>Teachers do not feel supported with current PD practices. | Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented. |

Performance Objective 3 Problem Statements Identifying Perceptions

| Problem Statement                                                            | Root Cause                          |
|------------------------------------------------------------------------------|-------------------------------------|
| 1<br>Teachers need more behavior support and students need more SEL support. | Insufficient SEL/counseling program |

Performance Objective 4

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

**Evaluation Data Source:** PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

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

## Performance Objective 1 High Priority

By June 2026, the percentage of economically disadvantaged students scoring at Meets or above on STAAR will increase from 42% to 55%, and students receiving special education services will increase from 16% to 30%.

**Evaluation Data Source:** Increase economically disadvantaged performance at meets level from 42% to 55% and special education performance at meets or higher from 16% to 30%.

### Strategy 1

Increase availability of instructional resources and trainings for DL teachers and students.

**Strategy's Expected Result/Impact:** Teachers will have access to bilingual resources and training. Students will have access to more books and develop a love of literacy. Students will make greater gains in reading progress.

**Staff Responsible for Monitoring:** Administration, District Librarians

**Problem Statements:** Student Learning 2

**Title I:** 2.5.2

**TEA Priorities:** Build a foundation of reading and math

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

### Formative Reviews

Some Progress

November

February

April

June

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students.

Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability.

Performance Objective 2  High Priority

By June 2026, the percentage of students achieving Meets Grade Level or Above on STAAR in Domain I (all subjects) will increase from 53% to 65%.

**Evaluation Data Source:** Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 53 to 65 by June 2026.

Strategy 1

VHE teachers in grades 3-5 will implement TEKS bins to provide differentiated assignments for students.

**Strategy's Expected Result/Impact:** Students will receive assignments at their independent level.

**Staff Responsible for Monitoring:** Teachers and IC

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

**Title I:** 2.5.1

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

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                         | Root Cause                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2<br>The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students. | Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability. |

Performance Objective 2 Problem Statements Identifying School Processes & Programs

| Problem Statement                                              | Root Cause                                                                                                                                                                                                       |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>Teachers do not feel supported with current PD practices. | Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented. |

Performance Objective 3

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

**Evaluation Data Source:** PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

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

## Performance Objective 1 High Priority

(1.3.1) By May 2026, students will increase the percentage of Grades 1-3 students meeting their projected growth targets on NWEA MAP from 36% to 70% in Reading and from 39% to 65% in Math, as measured by end-of-year MAP Growth reports.

**Evaluation Data Source:** NWEA MAP

### Strategy 1

All teachers will design common formative assessments to assess mastery of skills and conduct DDI meetings to ensure that all students are growing academically.

**Strategy's Expected Result/Impact:** All students will grow by the end of the year in NWEA MAP in Reading and Math.

**Problem Statements:** Student Learning 2

**Title I:** 2.5.1

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

### Formative Reviews

Some Progress

November

February

April

June

## Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students.

Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability.

## Performance Objective 2

By June 2026, the percentage of 3rd grade students achieving Meets Grade Level or Above on the STAAR

Reading and Math will increase from 53% to 70% .

**Evaluation Data Source:** STAAR Performance Rates by 3rd grade at Meets Grade Level or Above will increase from 53% to 70%.

Strategy 1

3rd Grade teachers will design common formative assessments to assess mastery of skills and conduct DDI meetings to ensure that all students are growing academically.

**Strategy's Expected Result/Impact:** STAAR Performance Rates by 3rd grade at Meets Grade Level or Above will increase from 38% to 45%.

**Staff Responsible for Monitoring:** Admin, IC, teachers

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

**Title I:** 2.5.2

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

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                                            | Root Cause                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>2</div> <div>The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students.</div> | <div>Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability.</div> |

Performance Objective 2 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                 | Root Cause                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>Teachers do not feel supported with current PD practices.</div> | <div>Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented.</div> |

Performance Objective 3  High Priority

By June 2026, the percentage of Kindergarten students meeting grade-level expectations on mClass will increase from 57% to 75%.

**Evaluation Data Source:** Kindergartners meeting grade level expectations on mClass assessment will increase from 57% to 75%.

Strategy 1

Kindergarten teachers will utilize the individualized mClass resources in small groups.

**Strategy's Expected Result/Impact:** Students will receive personalized instruction at their level.

**Staff Responsible for Monitoring:** Admin, IC, teachers

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

**Title I:** 2.5.2

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

Formative Reviews

Some Progress

November

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June

Performance Objective 3 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                                            | Root Cause                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>2</div> <div>The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students.</div> | <div>Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability.</div> |

Performance Objective 3 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                 | Root Cause                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>Teachers do not feel supported with current PD practices.</div> | <div>Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented.</div> |

## Performance Objective 4

Our campus will refine PLCs to share best practices, plan high-yield strategies, internalize lessons, and leverage formative/summative assessments to drive data-informed instruction, measure teacher impact, and improve student outcomes.

**Evaluation Data Source:** PLC artifacts, Walkthrough/Observation Data, Student Assessment Data, Teacher Implementation Evidence, Accountability Reports

# Goal 4 (1.4) Identify and implement wrap-around services supporting the whole child.

## Performance Objective 1

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

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

### Strategy 1

Provide K-5 teachers with GT training and instructional resources to better service GT students in the general education setting.

**Strategy's Expected Result/Impact:** Enrichment of the learning experience for GT students

**Staff Responsible for Monitoring:** GT Teacher, Administration

**Problem Statements:** School Processes & Programs 1

**Title I:** 2.5.2

**ESF Levers:** Lever 5: Effective Instruction

### Formative Reviews

No Progress

**November**

**February**

**April**

**June**

### Strategy 2

Offer students participation options in Robotics, Ballet Folklorico, Student Council, Shine Squad, Music Ensemble, Chess and UIL teams.

**Strategy's Expected Result/Impact:** Increased student engagement

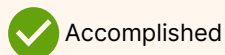
**Staff Responsible for Monitoring:** Admin

**Problem Statements:** School Processes & Programs 2, 3

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

## Formative Reviews



Accomplished

November

February

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June

### Performance Objective 1 Problem Statements Identifying School Processes & Programs

|   | Problem Statement                                                                                              | Root Cause                                                                                                                                                                                                                      |
|---|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Teachers do not feel supported with current PD practices.                                                      | Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented.                |
| 2 | Disruptive student behaviors reduce the instructional time in the classroom.                                   | Discipline practices are not consistent across classrooms, teachers lack behavior management strategies, lack of accountability system from administration and guidance lessons/SEL programs are not tailored to student needs. |
| 3 | Emotional support services for students, particularly in counseling and conflict resolution, need improvement. | Inconsistent scheduling and availability of counseling staff. Lack of quality guidance lessons.                                                                                                                                 |

### Performance Objective 2 High Priority

By June 2026, the percentage of Special Education students achieving Meets Grade Level or Above on STAAR in Domain I (all subjects) will increase from 16% to 30%.

**Evaluation Data Source:** Special education performance at meets or higher will increase from 16% to 30%.

#### Strategy 1

Provide K-5 teachers with SPED training and instructional resources to better service SPED students in the general education setting

**Strategy's Expected Result/Impact:** Enrichment of the learning experience for SPED students

**Staff Responsible for Monitoring:** SPED teachers, Admin

**Problem Statements:** School Processes & Programs 1

**Title I:** 2.5.2

Formative Reviews

|             |          |       |      |
|-------------|----------|-------|------|
| No Progress |          |       |      |
| November    | February | April | June |

Strategy 2

Increase availability of instructional resources and trainings for SPED teachers and students.

**Strategy's Expected Result/Impact:** Teachers will have access to bilingual resources and training. Students will have access to more books and develop a love of literacy. Students will make greater gains in reading progress.

**Staff Responsible for Monitoring:** Administration, District Librarians

**Problem Statements:** School Processes & Programs 1

**Title I:** 2.5.2

**TEA Priorities:** Build a foundation of reading and math

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

Formative Reviews

|               |          |       |      |
|---------------|----------|-------|------|
| Some Progress |          |       |      |
| November      | February | April | June |

Performance Objective 2 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                      | Root Cause                                                                                                                                                                                                       |
|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> Teachers do not feel supported with current PD practices. | Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented. |

Performance Objective 3

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

**Evaluation Data Source:** Discipline reporting data

## Strategy 1

Utilize Restorative Discipline Practices (greeting students, check-in circles, restorative circles, cool-down areas, and student mentors) consistently in classrooms.

**Strategy's Expected Result/Impact:** Discipline referrals will decrease as a result of strong relationships between staff and students.

**Staff Responsible for Monitoring:** Teachers, Administration

**Problem Statements:** School Processes & Programs 2, 3 - Perceptions 1

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Some Progress

November

February

April

June

## Strategy 2

Distribute Hippo Tickets to students utilizing the 7 Habits and/or following the expectations in class and throughout the building. Tickets will be drawn weekly, and student names will be announced. Grade levels with the most tickets will receive an incentive each nine weeks.

**Strategy's Expected Result/Impact:** Students will be reinforced for the 7 Habits and/or following the expectations and be involved in fewer discipline infractions.

**Staff Responsible for Monitoring:** Teachers  
Administration  
Hippo Way Committee

**Problem Statements:** School Processes & Programs 2 - Perceptions 1

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Moderate Progress

November

February

April

June

## Strategy 3

Implement the Leader in Me lessons to teach the 7 habits, character traits, good citizenship, as well as, anti-bullying.

**Strategy's Expected Result/Impact:** Students will demonstrate positive character traits.

**Staff Responsible for Monitoring:** Counselor, Administration

**Problem Statements:** School Processes & Programs 1, 2, 3 - Perceptions 1

**Funding Sources:** Student Membership Title I, Part A - (6300) Supplies and Materials, 211 11 6399 00 106 30 000, \$6,750, Student Curriculum Title I, Part A - (6300) Supplies and Materials, 211 11 6399 00 106 30 000, \$783

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

### Formative Reviews

Considerable Progress

November

February

April

June

## Strategy 4

Train staff on the Leader in Me online resources to implement the 7 Habits of Highly Effective Kids in the classroom. Review Core 1-3 of Leader in me.

**Strategy's Expected Result/Impact:** Increased student/teacher relationships and decreased the number of discipline referrals

**Staff Responsible for Monitoring:** Admin and teacher leaders (Lighthouse Team members)

**Problem Statements:** School Processes & Programs 1, 2, 3 - Perceptions 1

**Title I:** 2.5.2

**TEA Priorities:** Recruit, support, retain teachers and principals

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

### Formative Reviews

Some Progress

November

February

April

June

**Performance Objective 3 Problem Statements Identifying School Processes & Programs**

| Problem Statement                                                                                                                      | Root Cause                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>1</div> <div>Teachers do not feel supported with current PD practices.</div>                                                      | <div>Professional Development lacks depth and differentiation, without a focus on student needs or easily applicable strategies and resources. Limited amount of time provided to implement the PD that is presented.</div>                |
| <div>2</div> <div>Disruptive student behaviors reduce the instructional time in the classroom.</div>                                   | <div>Discipline practices are not consistent across classrooms, teachers lack behavior management strategies, lack of accountability system from administration and guidance lessons/SEL programs are not tailored to student needs.</div> |
| <div>3</div> <div>Emotional support services for students, particularly in counseling and conflict resolution, need improvement.</div> | <div>Inconsistent scheduling and availability of counseling staff. Lack of quality guidance lessons.</div>                                                                                                                                 |

**Performance Objective 3 Problem Statements Identifying Perceptions**

| Problem Statement                                                                               | Root Cause                                     |
|-------------------------------------------------------------------------------------------------|------------------------------------------------|
| <div>1</div> <div>Teachers need more behavior support and students need more SEL support.</div> | <div>Insufficient SEL/counseling program</div> |

# Goal 5

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

## Performance Objective 1

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

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

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

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

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

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

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

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

# 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:** Campuses offer at least 4 high-level engagement and learning opportunities for parents.

### Strategy 1

We will offer monthly parent engagement sessions with the principal for parents and families.

**Strategy's Expected Result/Impact:** Families will feel connected to the school and school leadership team.

**Staff Responsible for Monitoring:** Campus Leadership Team.

**Problem Statements:** School Processes & Programs 4

**Title I:**

**TEA Priorities:** Improve low-performing schools

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

#### Formative Reviews

Moderate Progress

November

February

April

June

### Strategy 2

VHE staff will display physical artifacts such as flags, work samples, and parent created bulletin boards that represent our cultures.

**Strategy's Expected Result/Impact:** This will improve representation of our families' cultures and aid in inclusivity, diversity, and equity.

**Staff Responsible for Monitoring:** Administration and VHE Staff

**Problem Statements:** School Processes & Programs 4

**Funding Sources:** PFE Snacks Title I, Part A - (6400) Operating Cost, 211 E 61 6499 00 106 3 30 000,

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

VHE will host a Dual Language Symposium and multicultural fair in the Spring semester to showcase and highlight our represented cultures and invite families to participate and teach about their cultures.

**Strategy's Expected Result/Impact:** This will build awareness and community among staff, students, and families.

**Staff Responsible for Monitoring:** Administration and VHE Staff

**Problem Statements:** School Processes & Programs 4

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

Formative Reviews

No Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                                                                                                                                                                                                                                                                                                | Root Cause                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>4</div> <p>While many parents express pride in their child's performance and achievements, our campus lacks consistent and intentional structures for fostering active parent engagement through two-way conversations and authentic partnerships in learning. This results in limited collaboration between home and school to support student growth.</p> | <p>Campus practices have primarily focused on sharing student outcomes (e.g., grades, performances, events) rather than creating opportunities for parents to engage as instructional partners. Communication tends to be one-directional, and limited strategies are in place to invite parents into collaborative dialogue about student learning, progress, and ways they can support instruction at home</p> |

Performance Objective 2

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

**Strategy 1**

Conduct fall parent conferences with all parents and spring conferences with struggling and below-level students.

**Strategy's Expected Result/Impact:** Communicate student progress and/or needs with parents/guardians and strengthen parental and family involvement in the educational process.

**Staff Responsible for Monitoring:** Teachers, Administration

**Problem Statements:** Student Learning 2

**Title I:**

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

Moderate Progress

November

February

April

June

**Strategy 2**

Monitor student attendance weekly and reach out to parents/families regarding attendance issues. Teachers will communicate with students who are absent and campus attendance committee will meet biweekly to monitor attendance and communicate with families.

**Strategy's Expected Result/Impact:** Chronic absenteeism will decrease.

**Staff Responsible for Monitoring:** Principal  
Registrar  
Assistant Principal  
Counselor

**Problem Statements:** School Processes & Programs 3 - Perceptions 1

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

Some Progress

November

February

April

June

**Strategy 3**

We will promote parent volunteers by providing parents with a volunteer sign up in Parent Square in the monthly VHE Bulletin.

**Strategy's Expected Result/Impact:** Increase parent volunteering by 25%.

**Staff Responsible for Monitoring:** VHE administration

**Problem Statements:** School Processes & Programs 4

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

|             |          |       |      |
|-------------|----------|-------|------|
| No Progress |          |       |      |
| November    | February | April | June |

Performance Objective 2 Problem Statements Identifying Student Learning

| Problem Statement                                                                                                                                                                                                         | Root Cause                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2<br>The limited number of interventionists, delayed identification of students in need of support, and inconsistent RTI implementation across grade levels create barriers to meeting the diverse needs of all students. | Budget restrictions limit amount of interventionists available to serve students.. Moreover, RTI implementation within gen ed classrooms is not streamlined across grade levels and lacks accountability. |

Performance Objective 2 Problem Statements Identifying School Processes & Programs

| Problem Statement                                                                                                                                                                                                                                                                                                                                 | Root Cause                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3<br>Emotional support services for students, particularly in counseling and conflict resolution, need improvement.                                                                                                                                                                                                                               | Inconsistent scheduling and availability of counseling staff. Lack of quality guidance lessons.                                                                                                                                                                                                                                                                                                           |
| 4<br>While many parents express pride in their child's performance and achievements, our campus lacks consistent and intentional structures for fostering active parent engagement through two-way conversations and authentic partnerships in learning. This results in limited collaboration between home and school to support student growth. | Campus practices have primarily focused on sharing student outcomes (e.g., grades, performances, events) rather than creating opportunities for parents to engage as instructional partners. Communication tends to be one-directional, and limited strategies are in place to invite parents into collaborative dialogue about student learning, progress, and ways they can support instruction at home |

Performance Objective 2 Problem Statements Identifying Perceptions

| Problem Statement                                                            | Root Cause                          |
|------------------------------------------------------------------------------|-------------------------------------|
| 1<br>Teachers need more behavior support and students need more SEL support. | Insufficient SEL/counseling program |

# Goal 7 (3.3) Establish meaningful two-way discourse with diverse stakeholders.

## Performance Objective 1 High Priority

3.3.2 Increase parent perception survey data across demographics.

**Evaluation Data Source:** Increase positive customer service survey (baseline data collected 24-25).

### Strategy 1

VHE Staff will make 1 positive contact for each student in their homeroom class per 9 weeks.

**Strategy's Expected Result/Impact:** This will build a positive rapport between staff and families.

**Staff Responsible for Monitoring:** VHE Staff and Administration

**Problem Statements:** School Processes & Programs 4

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

 Accomplished

**November**

**February**

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### Strategy 2

Host Latino Literacy Night to promote parent engagement and provide parents with the tools to support student literacy.

**Strategy's Expected Result/Impact:** Increase student literacy growth for students.

**Staff Responsible for Monitoring:** VHE administration, Latino Literacy Night teachers

**ESF Levers:** Lever 3: Positive School Culture

#### Formative Reviews

No Progress

**November**

**February**

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**June**

### Strategy 3

Ensure communication between school and families when a student is involved in any incident that provokes action on the part of VHE administration

**Strategy's Expected Result/Impact:** Increase communication. Open lines of communication between families and administration.

**Staff Responsible for Monitoring:** VHE Administration

**Problem Statements:** School Processes & Programs 4

**Title I:**

**ESF Levers:** Lever 3: Positive School Culture

**Formative Reviews**

Moderate Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

While many parents express pride in their child's performance and achievements, our campus lacks consistent and intentional structures for fostering active parent engagement through two-way conversations and authentic partnerships in learning. This results in limited collaboration between home and school to support student growth.

Campus practices have primarily focused on sharing student outcomes (e.g., grades, performances, events) rather than creating opportunities for parents to engage as instructional partners. Communication tends to be one-directional, and limited strategies are in place to invite parents into collaborative dialogue about student learning, progress, and ways they can support instruction at home



# 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 |                       |          |                  |              | \$12,251.00 |
| +/- Difference              |                       |          |                  |              | \$12,251.00 |

## Title I, Part A - (6200) Contracted Services

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount      |
|-----------------------------|-----------------------|----------|------------------|--------------|-------------|
| 1                           | 1                     | 1        | PLC at Work PD   | --           | \$8,500.00  |
| Sub-Total                   |                       |          |                  |              | \$8,500.00  |
| Budgeted Fund Source Amount |                       |          |                  |              | \$5,000.00  |
| +/- Difference              |                       |          |                  |              | -\$3,500.00 |

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

| Goal                        | Performance Objective | Strategy | Resources Needed       | Account Code                       | Amount      |
|-----------------------------|-----------------------|----------|------------------------|------------------------------------|-------------|
| 1                           | 1                     | 1        | Supplies and Materials | --                                 | \$2,369.00  |
| 4                           | 3                     | 3        | Student Membership     | 211 11<br>6399 00<br>106 30<br>000 | \$6,750.00  |
| 4                           | 3                     | 3        | Student Curriculum     | 211 11<br>6399 00<br>106 30<br>000 | \$783.00    |
| Sub-Total                   |                       |          |                        |                                    | \$9,902.00  |
| Budgeted Fund Source Amount |                       |          |                        |                                    | \$8,033.00  |
| +/- Difference              |                       |          |                        |                                    | -\$1,869.00 |

Title I, Part A - (6400) Operating Cost

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code                           | Amount     |
|-----------------------------|-----------------------|----------|------------------|----------------------------------------|------------|
| 6                           | 1                     | 2        | PFE Snacks       | 211 E 61<br>6499 00<br>106 3 30<br>000 | \$0.00     |
| Sub-Total                   |                       |          |                  |                                        | \$0.00     |
| Budgeted Fund Source Amount |                       |          |                  |                                        | \$3,984.90 |
| +/- Difference              |                       |          |                  |                                        | \$3,984.90 |

SCE - (6100) Payroll Costs: Salaries

| Goal                        | Performance Objective | Strategy | Resources Needed | Account Code | Amount     |
|-----------------------------|-----------------------|----------|------------------|--------------|------------|
|                             |                       |          |                  | --           | \$0.00     |
| Sub-Total                   |                       |          |                  |              | \$0.00     |
| Budgeted Fund Source Amount |                       |          |                  |              | \$5,500.00 |
| +/- Difference              |                       |          |                  |              | \$5,500.00 |