

Hutto Independent School District



Hutto Virtual Academy

2025-2026 Campus Improvement Plan

Mission Statement

River Horse Academy provides individualized pathways for students to achieve personal excellence in learning, life, character, & career.

Hutto Virtual Academy provides individualized pathways and flexibility to students and families who have unique academic goals or needs that may better be supported in a self-directed virtual learning environment.

The Disciplinary Alternative Education Program provides individualized pathways for students to choose a positive future

Vision

River Horse Academy, Hutto Virtual Academy, and the Disciplinary Alternative Education Program inspire all students to achieve excellence in academics, character & community by building lifelong learners through relevant and individualized instructional methods.

Value Statement

We believe...

Culture is created by all stakeholders

Learning is a combined effort.

Every student can reach personal excellence.

Academic success begins with relationships.

Ready students will fit the Hutto ISD Graduate Profile.

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Comprehensive Needs Assessment

Demographics

Summary

Hutto Virtual Academy offers **flexibility** to students and families who have unique academic goals and learning needs that do not fit within a traditional 8-hour school day. Hutto Virtual Academy students work at their own pace and schedule with the help of a mentor teacher to keep them on track.

River Horse Academy (RHA) is an alternative setting for secondary Hutto ISD (HISD) students. RHA serves HISD students through three primary purposes:

- 1) dropout prevention;
- 2) offer an alternative setting for students whose needs and/or life circumstances warrant an alternate setting with increased individual attention;
- 3) offer the opportunity to graduate early.

Using an online platform called Edmentum, students are able to earn credits at an accelerated pace to graduate on time with their cohort, return to Hutto High School in good standing in order to participate in extracurriculars, or graduate early to pursue life and career opportunities. RHA also incorporates 'blended learning' methods through direct teacher instruction and an abbreviated form of Project-Based Learning (PBL). Blended Learning and PBL strategies reinforce online learning to make the learning experience more meaningful, relevant, and authentic to the student. At RHA, students follow a traditional eight-hour day schedule, but schedules and rotations are customized based on individual student needs. Students will be supported in the classrooms, but will also have time to sit in RHA's Study Hall when support from the classroom is not required and students maintain their academic progress. Each classroom at RHA offers flexible seating and a low student-teacher ratio, making it the ideal environment for students who are in need of an alternative setting. In addition to the eight-hour day, RHA also offers a flexible schedule in the form of an AM cohort, which students can earn once they achieve a particular milestone of credit completions and daily academic progress. This flexible schedule allows students to seek employment opportunities or assist their families while completing their academic careers. RHA serves students in grades 9-12 (these students are classified by credits rather than years in high school) who are currently enrolled in Hutto ISD. We have a culturally diverse and at-risk student population. The demographic population of our students changes throughout the year as students enter and graduate RHA through the accelerated pathway. Since RHA is an alternative school, RHA must maintain a population of 75% at-risk.

Strengths

In 2022-2023, Hutto ISD Virtual Academy became part of RHA. HVA adds approximately 40 students to the RHA demographics to start the year. HVA became its entity in the 2023-2024 School Year with a capacity of 45 additional students. In 2024-2025 school year we stayed with the same amount of students.

Our campus has a diverse population. Outside of Hispanic males, there aren't any other ethnic sub-populations overrepresented at RHA. Even though we over-represent Hispanic males, our students' diverse needs are being met via the teacher-mentor system. Teachers visit and talk with our students on a daily basis and are aware of the mentees' academic progress, social integration, and personal needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The demographics of the teaching staff are not comparable to the demographics of the student population.	Teaching positions are filled based on job description, work experience, and quality of resume; due to Title IX, ethnicity is not considered when screening candidates.

 = Priority

Student Learning

Summary

RHA has graduated more than 700 students in the past 16 years. The graduation rate each year tends to fluctuate with no apparent trend; however, the overall number of graduates is consistently climbing to match the increasing need for RHA from at-risk students. The average number of graduates over the last six years tends to remain around 65 graduates. During the 2024-2025 school year, RHA operated with a principal, principal secretary, counselor, instructional aide, and 5 teachers, who utilized one-on-one instruction and a self-paced online curriculum called Edgenuity as the backbone of instruction for student learning. The curriculum is able to be accessed from home and school and is used to accelerate learning in order to recover credits. In addition, instruction incorporated elements of Blended Learning, such as the incorporation of Project-Based Learning (mini-projects) and direct-teacher instruction for certain units in Edgenuity. Teachers used data and previous knowledge to determine which concepts were difficult for students to master; teachers then created alternative lessons or projects for those concepts. Another addition to instruction is the implementation of writing across the classroom. Our English teacher has developed a paragraph format and writing rubric that corresponds to the paragraph format within the expository and persuasive essays of the English I & II EOCs. Teachers in all subjects teach this writing structure for short-answer responses which are used as exit tickets for lessons. This practice ensures that writing is supported across the curriculum. For scheduling, RHA continues to utilize an 8-hour day schedule complete with support in all core classes even though students are only required to be on campus for half a day. Students are expected to attend core classes with students who are working on the same coursework. Allotting this time together, students are expected to support one another through collaborative work. EOC classes are embedded into the day to satisfy the HB 4545 requirement; however, these classes will remain embedded moving into next year. Some students are permitted to attend the AM Cohort, which is a 4-hour instructional day; however, this must be earned. Only students who have earned 18 credits, have completed all EOCS, and have demonstrated a good track record of work are permitted this privilege. In regard to student agency, students are expected to maintain a daily progress tracker and a Personal Pathway to Graduation (PP2G). The progress tracker is used daily so that students can create daily goals and track their progress towards these goals by measuring percentages completed in each class. This tracker is checked daily by each student's mentor teacher before the student leaves for the day. The PP2G is used so that the student's pathway to graduation is outlined with the student's remaining courses, EOCS, and other requirements. Students are expected to track this information and update it as they complete courses.

Strengths

Our students come to RHA from 1 to 3 years behind in credits and facing various life circumstances, from homelessness to teenage pregnancy. Our students find their inner strength and graduate despite their many obstacles. Our students also come to us without having been successful on their EOCs. Once they are students at RHA, they pass their EOCs with the help of our embedded EOC classes or are able to

supplement some EOCs via IGCs. In addition, students are given opportunities to obtain at least one CCMR indicator through the use of CP English & CP Math. All RHA graduates complete their FAFSA and Apply Texas. Also, prior to leaving RHA, students are encouraged to leave RHA with a postsecondary plan. At RHA, students benefit from a low student-to-teacher ratio (1:15), and special population students' needs are met by both an on-site SPED teacher and an on-site counselor. In addition, the incorporation of Blended Learning into the curriculum has RHA ahead of the majority of the district in this initiative. With the incorporation of the Personal Pathway to Graduation document (PP2G) students were given the ability and the initiative to track their own progress and learning towards the completion of their graduation plan.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Whether due to administrative withdrawal, relocating, or withdrawing to focus on employment, 5 students dropped out of RHA in the 2023-2024 school year and 3 in the 2024-2025.	Limited accountability from court systems to support local schools in holding students accountable for attendance.
2★	Less than 55% of the student population at RHA earned a documented CCMR indicator in the 2024-2025 school year.	Students are not at a level in numeracy and literacy, which results in their inability to pass the TSI or CPM.
3★	Overall student achievement at HVA @ 52% on STAAR tests.	Students are not aware of what they need to push students to meet and master STAAR exams.

★ = Priority

School Processes & Programs

Summary

In the 2022-2023 school year, RHA added the **Hutto ISD Virtual Academy** to its list of services and programs. In 2024-2025 HVA became it's own entity within Hutto ISD. The HVA is designed to offer flexibility to students and families who have unique academic goals and learning needs that do not fit within a traditional 8-hour school day. The goal of the HVA is to utilize innovation to create flexibility. In order to do this, the HVA seeks to provide individualized attention through a mentor system and online learning platform while offering additional opportunities through innovative scheduling, which allows students to operate between virtual and hybrid learning modalities.

River Horse Academy (RHA) is an alternative educational setting for secondary students in Hutto ISD (HISD). RHA serves HISD students through three primary purposes: 1) dropout prevention; 2) offer an alternative setting for students whose needs and/or life circumstances warrant an alternate setting with increased individual attention; & 3) offer the opportunity to graduate early. Using an online platform called Edmentum, students can earn credits at an accelerated pace, allowing them to graduate on time with their cohort, return to Hutto High School in good standing to participate in extracurricular activities, or graduate early to pursue life and career opportunities. RHA also incorporates 'blended learning' methods through direct teacher instruction and an abbreviated form of Project-Based Learning (PBL). These strategies are used to reinforce online learning to make the learning experience more meaningful, relevant, and authentic to the student.

At RHA, students follow a traditional eight-hour day schedule, but schedules and rotations are customized based on individual student needs. Students are supported in the classrooms, but will also have time to sit in RHA's Study Hall when support from the classroom is not required. Each classroom at RHA offers flexible seating and a low student teacher ratio making it the ideal environment for students who are in need of an alternative setting. In addition to the eight-hour day, RHA also offers a flexible schedule in the form of an AM cohort which students can earn once they achieve a certain milestone of credit completions. This flexible schedule allows students to seek employment opportunities or assist their families while completing their academic careers. At RHA the focus is on students rather than systems and procedures. All students are provided with resources to meet their academic, behavioral, social, and emotional needs including a mentor-teacher system which creates a 15:1 student-teacher ratio and an instructional approach using Blended Learning. This approach allows students to operate at an accelerated pace combined with the support of collaborative work, direct-teach support, and Project-Based Learning. Procedural demands which force students to adapt are kept to a minimum; instead, our procedures and routines are built around our students including the master schedule. RHA's master schedule is designed around a Blended Learning approach called the Flex Model; this approach allows students to operate on a schedule unique to them and their individual academic needs.

In addition, our campus is a place of mutual respect; with our RHA students, a culture has been created where students feel welcome and are taught they can succeed despite their past and current life circumstances. Students are taught that they have the power to change their current situation through fortitude and determination. Last, we are committed to ensuring our students are provided with information on post-secondary options, life skills, and having a plan after graduation. RHA serves students who are behind in credits, at risk of not graduating, are young parents, in need of an alternate educational setting (including a virtual setting), and those who have experienced unusual life circumstances. Students with the aforementioned barriers to graduation benefit from a non-traditional approach to learning which is offered at RHA. Our non-traditional approach to learning is characterized by a great deal of attention given to our student's social and emotional learning needs combined with an innovative instructional model which incorporates Blended Learning. In addition, the social and emotional learning needs of students at RHA are addressed by our campus counselor as well.

At our **DAEP** campus, we serve both elementary and secondary students, addressing their academic and behavioral needs through small-group instruction and our character education program. Our campus counselor addresses the social and emotional learning needs of students in both programs.

Strengths

The RHA program is small and has a low teacher-student ratio, which allows personal relationships between students and teachers to be developed. These relationships allow for individualized attention to be given to students' academic, social, and behavioral needs. RHA puts individual graduation plans (PP2Gs) in place for each student; these action plans help RHA staff to identify and organize a range of services and supports a student might need to achieve academic success. RHA has flexibility in scheduling with the Optional Flexible School Day Program; this is crucial for students who need to work or take care of other responsibilities while enrolled in school. This, combined with the 8 hours of support, will be integral in serving a wide range of learners and needs. RHA has academic, career, and life counseling/support to keep students on track and customize academic offerings to suit their needs and interests. RHA is a competency-based program that allows flexibility in the time it takes each student to master content, which is essential for students who are behind or who need an accelerated curriculum. This program also allows students to progress and learn at their own pace with guidance and encouragement from RHA staff.

DAEP students complete their core courses in Edmentum, while elective teachers send work through Canvas or Google Classroom. The 1:1 ratio allows students the freedom to work at their own pace while the ClearTouch panels allow teachers to extend learning and monitor the students on Classwize.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Professional development is not consistently aligned to campus needs or virtual instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.
2★ 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

Perceptions

Summary

River Horse Academy (RHA) is an alternative setting for secondary Hutto ISD (HISD) students. RHA serves HISD students through three primary purposes:

- 1) dropout prevention;
- 2) offer an alternative setting for students whose needs and/or life circumstances warrant an alternate setting with increased individual attention;
- 3) offer the opportunity to graduate early.

Using an online platform called Edgenuity, students are able to earn credits at an accelerated pace to graduate on time with their cohort, return to Hutto High School in good standing in order to participate in extracurriculars or graduate early to pursue life and career opportunities. RHA also incorporates 'blended learning' methods through direct teacher instruction and an abbreviated form of Project Based Learning (PBL). These strategies are used to reinforce online learning to make the learning experience more meaningful, relevant, and authentic to the student.

At RHA, students follow a traditional eight-hour day schedule, but schedules and rotations are customized based on individual student needs. Students will be supported in the classrooms, but will also have time to sit in RHA's Study Hall when support from the classroom is not required. Each classroom at RHA offers flexible seating and a low student-teacher ratio making it the ideal environment for students who are in need of an alternative setting. In addition to the eight-hour day, RHA also offers a flexible schedule in the form of an AM/PM cohort, which students can earn once they achieve a certain milestone of credit completion. This flexible schedule allows students to seek employment opportunities or assist their families while completing their academic careers.

At RHA the focus is on students rather than systems and procedures. All students are provided with resources to meet their academic, behavioral, social, and emotional needs including a mentor teacher system which creates a 15:1 student-teacher ratio and an instructional approach using Blended Learning. This approach allows students to operate at an accelerated pace combined with the support of collaborative work, direct-teach support, and the incorporation of mini-projects to supplement online work. Procedural demands which force students to adapt are kept to a minimum; instead, our procedures and routines are built around our students including the master schedule. RHA's master schedule is designed around a Blended Learning approach called the Flex Model; this approach allows students to operate on a schedule unique to them and their individual academic needs. In addition, our campus is a place of mutual respect; with our RHA students, a culture has been created where students feel welcome and are taught they can succeed despite their past and current life circumstances. Students are taught that they have the power to change their current situation through fortitude and determination. Last, we are committed to ensuring our students are provided with information on post-secondary options, life skills, and having a plan after graduation.

With respect to the culture of the faculty, a culture of growth and support has been created. All teachers support each other, are not afraid to admit to areas where they need to grow, and are willing to try new things. Our culture has allowed us to move from being a faculty to being a family.

At RHA, we have 9 staff members who collectively hold the following certifications: ELA 7-12, Social Studies 8-12, Composite Science, 6-12, and Secondary Mathematics 6-12. In addition, we have staff members certified in SPED, GT, and ESL. RHA is also equipped with a full-time counselor who serves the students' social, emotional, and academic advising needs.

Although RHA added the Hutto ISD Virtual Academy (HVA) this year, no full-time employees (FTEs) were added. Two of

our teachers assumed responsibility for the 45 virtual students served this year. This limited the scope of our virtual academy as mentee meetings were limited to the teachers' workday. In addition, our two teachers had to divide their attention between their in-person students and their virtual student meetings. As the HVA expands, so too should the available FTEs. It may be necessary that the HVA be granted one additional FTE for every 25 students added to the HVA.

In regards to retention, RHA will retain at least 100% of our staff. RHA is now on its fifth secretary in five years. This position is responsible for five different roles: principal's secretary, receptionist, attendance clerk, registrar, and bookkeeper; in addition, these roles are performed for two different campuses. RHA/DAEP/HVA. While the scope of these is extensive, the pay scale for this position is only a paraprofessional pay grade 3.

Parental engagement is critical at RHA & HVA. Parents are a part of the intake process by learning how to read their student's transcript and assisting with planning the student's Personal Pathway to Graduation (PP2G). Parents are also invited to participate in the Parent Advisory Council to offer input to the principal regarding processes and procedures. Parent communication is also critical. Mentor teachers remain in close communication with their mentee's parents. Mentor teachers send weekly progress reports to parents. In addition, they hold several meetings throughout the year, including regular PTCs and Graduation Gatherings. Any time important information needs to be relayed, teachers are instructed to call their mentees' parents. In addition, the principal communicates to parents via a Parent Newsletter, which is sent to parents each 6 weeks. RHA was able to hold two parent events over the course of the year: Open House in the Fall and College & Career Night in the Spring, in which we hosted representatives from ACC, TC, TSTC, UTI, Central Texas Beauty College, The Salon Professional Academy, and military recruiters. Through this event, parents and students were able to establish connections with post-secondary institutions and opportunities. In addition, we connected students to these representatives multiple times throughout the semester, both by having them visit and by taking students to their sites via field trips.

Strengths

We have an extremely supportive environment with high expectations for student behavior and academics. When students earn credits or graduate, they are celebrated. Each student rings the credit bell, any time a course is completed. This signals to the rest of the campus that the student is one step closer to graduation. When a student reaches the ultimate goal of graduation, they proudly walk the hall in their cap and gown while other students applaud. Students and staff are also rewarded by being named the Hippo of the Month. Hippos of the Month are given a certificate, and their picture is hung in the front office. A credit-earning chart hangs in the main hall to celebrate and convey high expectations for our students. In addition, a record board is located near the credit chart so students can witness the highest level of achievement. Last, we celebrate student achievement and the positive culture of RHA on Facebook by posting celebrations, graduations, and information.

Meaningful relationships are built with our students. We practice restorative discipline and ensure that rules and expectations are clear to all students. In addition, transition meetings are held to increase communication between home campuses and the DAEP program and to assess the academic and behavioral progress of students. The transition meetings were also designed for the home campus to create a plan for each student upon their return. Last, the transition meetings assessed practices that assisted student success while at DAEP. This was done so these solutions could be replicated on the home campus to decrease the recidivism rate.

Everyone that comes in contact with our students, RHA/HVA/DAEP, shows the students respect and that they care about them and how they are doing, from the lunch ladies all the way up. This has been a huge strength for us.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Parental attendance at the Parent-Advisory Committee and overall parent involvement are low.	Lack of parents reading Parent Square notices and or emails from the campus principal.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Less than 55% of the student population at RHA earned a documented CCMR indicator in the 2024-2025 school year.

Students are not at a level in numeracy and literacy, which results in their inability to pass the TSI or CPM.

2
★

Parental attendance at the Parent-Advisory Committee and overall parent involvement are low.

Lack of parents reading Parent Square notices and or emails from the campus principal.

3
★

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.

4
★

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

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

5
★

Whether due to administrative withdrawal, relocating, or withdrawing to focus on employment, 5 students dropped out of RHA in the 2023-2024 school year and 3 in the 2024-2025.

Limited accountability from court systems to support local schools in holding students accountable for attendance.

6
★

Overall student achievement at HVA @ 52% on STAAR tests.

Students are not aware of what they need to push students to meet and master STAAR exams.



Goals

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

Performance Objective 1

(1.1.1) Students at HVA will increase in the percentage of on-grade level for reading and math on the NWEA MAP screener.

Strategy 1

Ensure consistent use of HQIMs and align with district curriculum sequencing in all core content areas.

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

Staff Responsible for Monitoring: Teachers and Campus Admin

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

Administer weekly formative assessments and analyze students' data to inform areas of need for the students.

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

Staff Responsible for Monitoring: Teachers and Campus Admin

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

ESF Levers: 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 Less than 55% of the student population at RHA earned a documented CCMR indicator in the 2024-2025 school year.	Students are not at a level in numeracy and literacy, which results in their inability to pass the TSI or CPM.

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: Student achievement at meets GL standard or above on state assessments in all subjects in Domain 1 will increase from 48% to 55% by June 2026.

Strategy 1

HVA/RHA subject teams will meet in PLC every other week in order to analyze the quality of instruction and student mastery of concepts.

Strategy's Expected Result/Impact: Increase the percentage of students Mastering STAAR from 25% to 50%.

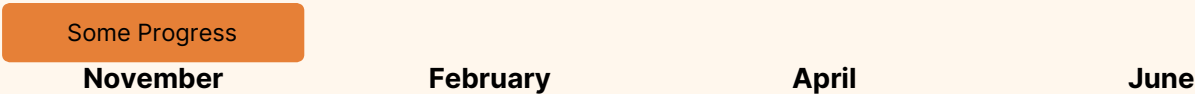
Staff Responsible for Monitoring: Principal & Teachers

Problem Statements: Student Learning 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

The English teacher will work with the core teachers to implement writing assignments in Math, Science, and Social Studies which will require students to use a standardized writing format conducive for earning a 3 or better on the English I & II EOC writing assessments.

Strategy's Expected Result/Impact: Increase performance to Masters from 25% to 50% on the English I & II EOCs.

Staff Responsible for Monitoring: Teachers & Principal

Problem Statements: Student Learning 3

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

Overall student achievement at HVA @ 52% on STAAR tests.

Students are not aware of what they need to push students to meet and master STAAR exams.

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

Strategy 1

HVA/RHA teachers supplement certain units in Edmentum with teacher-created lesson plans, complete with instructional strategies that promote collaboration and exploration, extending learning beyond the online modules in Edmentum.

Strategy's Expected Result/Impact: Create support for students who struggle to make progress in lengthy or difficult units in Edmentum, and create a more authentic learning experience for the student.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 3 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 Overall student achievement at HVA @ 52% on STAAR tests.	Students are not aware of what they need to push students to meet and master STAAR exams.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Professional development is not consistently aligned to campus needs or virtual instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.

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

Performance Objective 1 HB3 Goal

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

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

Strategy 1

The Texas Success Initiative (TSI) will be offered throughout the year for HVA/RHA students.

Strategy's Expected Result/Impact: Increased opportunities for students to be classified as "college ready" prior to graduating.

Staff Responsible for Monitoring: Counselor & Principal

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

We will set-up 2 ASVAB administrations for the school year and communicate to students the value of ASVAB.

Strategy's Expected Result/Impact: Student exposure to the armed forces and their individual aptitude for a career in military service.

Staff Responsible for Monitoring: Counselor, Principal, & Military Recruiter

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 3

HVA/RHA will continue to increase awareness of ACT & SAT administrations through Parent Square, mentee meeting, announcements, and posting test dates on the Counselor bulletin board.

Strategy's Expected Result/Impact: Students will be more informed of testing dates so participation rates will increase.

Staff Responsible for Monitoring: Counselor & Principal

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November

February

April

June

Strategy 4

Utilize the 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: Student Learning 2 - School Processes & Programs 1

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

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 Less than 55% of the student population at RHA earned a documented CCMR indicator in the 2024-2025 school year.	Students are not at a level in numeracy and literacy, which results in their inability to pass the TSI or CPM.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Professional development is not consistently aligned to campus needs or virtual instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.

Performance Objective 2

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

Evaluation Data Source: CBA, STAAR Interim, STAAR

Strategy 1

Implement targeted instruction, intervention systems, and teacher support to accelerate growth and mastery of special population students using STAAR and MAPS data.

Strategy's Expected Result/Impact: Students will increase scores to master's from 25% to 50%.

Staff Responsible for Monitoring: Principals, teachers, and aides.

Problem Statements: Student Learning 3

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
3 Overall student achievement at HVA @ 52% on STAAR tests.	Students are not aware of what they need to push students to meet and master STAAR exams.

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: CBA, STAAR Interim, STAAR

Strategy 1

HVA teachers will offer tiered interventions for students below 'Meets,' including virtual tutoring, targeted enrichment, and STAAR bootcamps via IXL and Mathia.

Strategy's Expected Result/Impact: Students will improve in areas where they previously struggled.

Staff Responsible for Monitoring: Mentor teachers and the Principal

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional development is not consistently aligned to campus needs or virtual instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.
2	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 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

Recognize students through weekly recongizations for progress rewards 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: Perceptions 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parental attendance at the Parent-Advisory Committee and overall parent involvement are low.

Lack of parents reading Parent Square notices and or emails from the campus principal.

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: CBA, STAAR Interim, STAAR

Strategy 1

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: Teachers and Campus Admin

Problem Statements: Student Learning 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress			
November	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Whether due to administrative withdrawal, relocating, or withdrawing to focus on employment, 5 students dropped out of RHA in the 2023-2024 school year and 3 in the 2024-2025.	Limited accountability from court systems to support local schools in holding students accountable for attendance.
2	Less than 55% of the student population at RHA earned a documented CCMR indicator in the 2024-2025 school year.	Students are not at a level in numeracy and literacy, which results in their inability to pass the TSI or CPM.

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

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: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Strategy 2

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 1, 2

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

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Whether due to administrative withdrawal, relocating, or withdrawing to focus on employment, 5 students dropped out of RHA in the 2023-2024 school year and 3 in the 2024-2025.	Limited accountability from court systems to support local schools in holding students accountable for attendance.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Professional development is not consistently aligned to campus needs or virtual instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.
2 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 5 (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

Hold FAFSA Family Night, to help parents and students complete their FAFSA paperwork for college admissions.

Strategy's Expected Result/Impact: Students will have a better understanding of the financial responsibilities in their pursuit of higher education.

Staff Responsible for Monitoring: Counselor

Problem Statements: Perceptions 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parental attendance at the Parent-Advisory Committee and overall parent involvement are low.

Lack of parents reading Parent Square notices and or emails from the campus principal.

Performance Objective 2

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

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 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parental attendance at the Parent-Advisory Committee and overall parent involvement are low.	Lack of parents reading Parent Square notices and or emails from the campus principal.

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 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

February

April

June

Strategy 2

All staff will send postcards home to students, letting them know positive things they have seen throughout the year.

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

Staff Responsible for Monitoring: All Staff

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November

February

April

June

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parental attendance at the Parent-Advisory Committee and overall parent involvement are low.

Lack of parents reading Parent Square notices and or emails from the campus principal.

Goal 6

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

Performance Objective 1

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

Evaluation Data Source: Evaluation data, TTess Data

Strategy 1

Edmentum training for all teachers.

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

Staff Responsible for Monitoring: Campus Admin

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

Considerable Progress

November

February

April

June

Strategy 2

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 1

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

Some Progress

November

February

April

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Professional development is not consistently aligned to campus needs or virtual instructional practices.	Lack of a structured feedback loop to align PD with teacher needs.
2	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.