

Hutto Independent School District



Nadine Johnson Elementary School

Accountability Rating: C

2025-2026 Campus Improvement Plan

Mission Statement

At Nadine Johnson Elementary, we grow leaders in safe, inclusive, and collaborative learning environments where every student and staff member is seen, supported, and celebrated.

Vision

Nadine Johnson grounds every decision in what is best for all kids.

Table of Contents

Comprehensive Needs Assessment	4
Perceptions	5
Data Documentation for CNA	7
Improvement Planning Data	8
Accountability Data	8
Student Data: Assessments	8
Student Data: Student Groups	9
Student Data: Behavior and Other Indicators	10
Employee Data	10
Parent/Community Data	10
Support Systems and Other Data	11
Goals	12
Goal 1 : (1.1) Increase the percentage of students meeting grade-level expectations.	13
Goal 2 : (1.2) Increase the percentage of students who are college, career, and military-r...	17
Goal 3 : (1.3) Increase grade level readiness for foundational literacy and numeracy	21
Goal 4 : (1.4) Identify and implement wrap-around services supporting the whole child.	25
Goal 5 : (2.3) Implement research-based evaluation systems that provide high-quality op...	28
Goal 6 : (3.1) Meaningfully engage parents and community as inclusive partners.	30
Goal 7 : (3.2) Establish strategic partnerships to mobilize collective impact.	32
Goal 8 : (3.3) Establish meaningful two-way discourse with diverse stakeholders.	34
Goal 9 : (4.2) Address capital improvement needs to accommodate growth and maximiz...	36
Goal 10 : (4.3) Implement operational efficiencies to create safe and quality learning envi...	39
Funding Summary	41
Title I, Part A - (6200) Contracted Services	42
Title I, Part A - (6300) Supplies and Materials	42
Title I, Part A - (6400) Operating Cost	42
SCE - (6100) Payroll Costs: Salaries	42
SCE - (6100) Payroll Costs: Extra Duty	43



Comprehensive Needs Assessment

Perceptions

Summary

Nadine Johnson Elementary has gone through significant leadership structure change. With the transition of most of the Core Instructional Leadership Team, NJES has significant work to do in identifying Campus Mission, Vision, and Value statements.

Teachers have a conference period each day, one of which is dedicated to Professional Learning Community meetings weekly. Teachers meet in their teams once weekly and also meet as teams to plan and respond to student data within their grade level teams during their planning time. Teachers have three planning periods per week.. Onboarding processes vary from year-to-year, with the district providing some onboarding support, with the campus left to plan the remainder. At least five staff members have joined the campus after the start of the year. Processes and procedures have room for improvement in the area of maximizing instructional time through the use of intentional PLC processes and procedures, accountability for those processes, and staff support through onboarding and training.

Strengths

Inclusive hiring and retention structure based in inclusive practices.

PLC Structure - weekly larger PLC meeting

**Lighthouse Action Teams lead events, initiatives, celebrations, and recognition to
WIG Binders**

Weekly Tuesday meeting structure supports collaboration

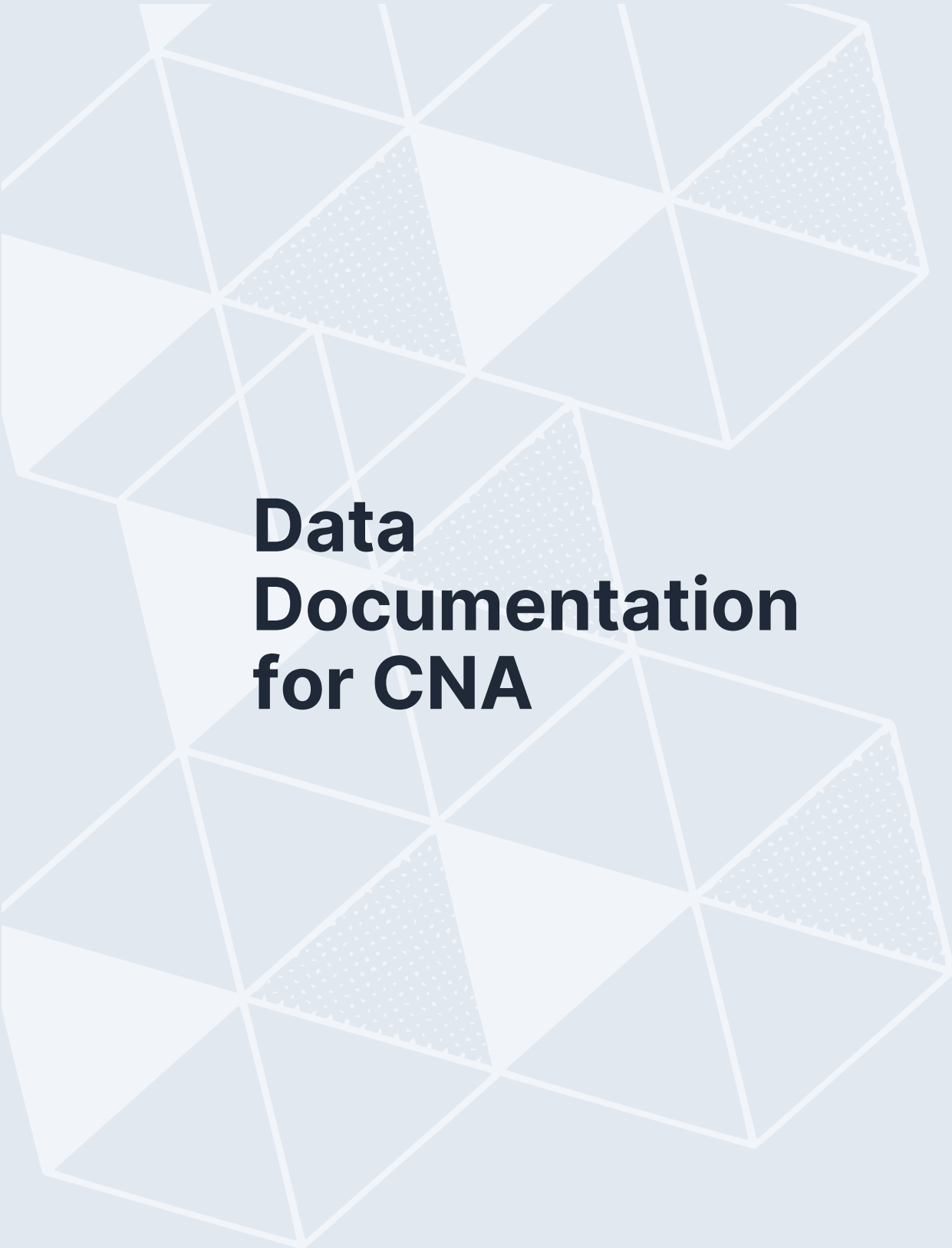
Grade level/department meetings meet

**Student engagement opportunities, both as clubs/sponsorships as well as events and community involvement
MTSS meetings are intentional, purposeful, and supports student needs driven forward to ensure all students at
NJES grow | GT choice boards, project based learning, independent learning projects |**

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is not a cohesive, transparent system of behavior tracking for students, staff, and families to be familiar with.	As NJES behavior tracking currently stands, staff have mixed messages regarding communication of behavior challenges to administration and family.
2	There is a need for a Guiding Coalition, or Leadership Professional Learning Community, to steer growth in academics, character, and community.	NJES does not have a strong, cohesive system of data-driven decision-making led by teams to develop a culture of collaboration, high expectations, and growth for all.
3	There is a critical need for Professional Development at NJES to be differentiated for adult learning based on staff needs, areas of expertise, comprehension, and goals being set for the school year.	Previous PD implementation has been holistic, and Tier 1 in nature, but there is a growing need to differentiate PD based on
4	Intervention and Enrichment implementation during independent practice	
5	Guiding Coalition v. Lighthouse & Action Teams	
6	MRA Results	

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Local Accountability Systems (LAS) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions

- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data

- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

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

Performance Objective 1

(1.1.1) By June 2026, the percentage of students meeting projected growth on NWEA MAP (Reading & Math) will increase from 48% to 70% with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: NWEA MAP

Strategy 1

Embed NWEA MAP screener data driven instruction within the weekly Professional Learning Community (PLC Structure.)

Strategy's Expected Result/Impact: By Dec. 2025, 100% of PLCs will review MAP data biweekly to drive instructional decision making; 80% of Tier 2/3 students will gain [?]5 RIT points by MOY screener.

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

Formative Reviews

November

February

April

June

Strategy 2

From BOY, utilize historical student data to make informed decisions around NWEA screeners, student intervention groups, and targeted formative assessments/strategic monitoring/independent practice decisions within PLC and team planning.

Strategy's Expected Result/Impact: By Mar 2026, 80% of Tier 2 students will meet individualized MAP growth targets. [increased percentage of students achieving targeted growth, increased efficacy of teacher teams in addressing student needs, increased efficacy of students in self-awareness of goals and support needed.]

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Support Coach, Dean of Student Support

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

Formative Reviews

November

February

April

June

Strategy 3

Provide targeted professional development on interpreting MAP reports.

Strategy's Expected Result/Impact: SMART Goal: By Nov 2025, 100% of classroom teachers will attend MAP data PD and submit evidence of data-driven instructional adjustments.

Formative Reviews

November

February

April

June

Performance Objective 2

(1.1.2) By June 2026, the percentage of students achieving Meets or Above on STAAR will increase from 48% to 70% with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: Unit Assessment Data, STAAR Interim, STAAR Data

Strategy 1

100% of PLCs will implement targeted, specific, and intention Data Driven Decision Making based on Formative Assessments, Unit Assessments, Screener data, and Summative assessments by Nov. 2025.

Strategy's Expected Result/Impact: By May 2025, 90% of all students will have grown in RLA and Math Map Data, from BOY to EOY screener.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Support Coach, Dean of Student Support

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

Formative Reviews

November

February

April

June

Strategy 2

Weekly reteach cycles based on screener, unit assessment, and formative assessment data collected and disaggregated via PLC.

Strategy's Expected Result/Impact: By May 2026, 90% of students in reteach groups will improve mastery on subsequent assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, ISC, DSS

TEA Priorities: 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

November February April June

Strategy 3

Use exemplar lessons and aligned resources (HQIM, YAG), throughout PLC strategic alignment throughout grade level teams.

Strategy's Expected Result/Impact: By Dec 2025, walkthrough observation data will confirm alignment to TEKS in 90% of observed lessons.

Staff Responsible for Monitoring: Principal, AP, ISC

Formative Reviews

November February April June

Performance Objective 3 **High Priority**

(1.1.3) By June 2026, the percentage of students meeting growth in STAAR Reading & Math will increase from 63% to 83% with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: STAAR, Unit Assessments, STAAR Interim

Strategy 1

Ensure that throughout blocked intervention and student independent practice, core instructional moves utilize small group, spiral review opportunities, and are frontloading specific components of curriculum for students to 1.) access the grade level curriculum and 2.) bridge gaps in opportunity for all students.

Strategy's Expected Result/Impact: By March 2026, 90% of teachers will deliver weekly small groups; 85% of students in growth bands will move up [?]1 STAAR band.

Staff Responsible for Monitoring: Classroom Teachers, ISC, DSS, APs, Principal.

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

Formative Reviews

November	February	April	June
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Strategy 2

Assess, identify, scaffold, and strategically support students performing in targeted bands, and optimize student support, scaffolding, monitoring, collaborating, and assessment procedures.

Strategy's Expected Result/Impact: By May 2026, 90% of "Did Not Meet" students will meet their STAAR progress measure.
By May 2026: **Hisp, Sped, Ecodis

Staff Responsible for Monitoring: Principal, AP, ISC, DSS, Grade level teams, special education teams

Formative Reviews

November	February	April	June
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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 HB3 Goal

(1.2.1) June 2026, 100% of students will track academic goals through WIG binders and demonstrate increased ownership in student-led conferences.

Evaluation Data Source: Leader in Me WIG Binders, Lighthouse Leadership Meeting action steps

Strategy 1

Implement campus-wide student goal-setting in LIM binders.

Strategy's Expected Result/Impact: By Nov 2025, 100% of students K-5 will have academic goals posted in binders.

Staff Responsible for Monitoring: Classroom Teachers, Counselor, Instructional Coach, Assistant Principal, Principal

Funding Sources: LIM Student Membership Title I, Part A - (6300) Supplies and Materials, \$6,688

Formative Reviews

Moderate Progress

November

February

April

June

Strategy 2

Utilize foundational leadership skills training through Leader in Me (LIM) to support the conduction of student-led data conferences once per semester.

Strategy's Expected Result/Impact: By March 2026, 100% of students will participate in at least 1 conference.

Staff Responsible for Monitoring: Classroom Teachers, Counselor, Instructional Coach, Assistant Principal, Principal

Funding Sources: Student Membership LIM Title I, Part A - (6300) Supplies and Materials, \$6,688

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Provide teacher training on facilitating student goal setting

Strategy's Expected Result/Impact: By Feb. 2026, 100% of teachers will document student data talks in lesson plans.

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 2 High Priority

(1.2.2) By June 2026, Students who qualify as economically disadvantaged STAAR Meets scores % will increase from 38% - 70% and SPED Meets % from 24% - 40%.

Evaluation Data Source: Unit Assessments, STAAR Interim, STAAR, Formative Assessments

Strategy 1

Co-teaching in Reading & Math classrooms for students with disabilities and students identified to need academic acceleration, (intervention.)

Strategy's Expected Result/Impact: By Mar 2026, 100% of classrooms where inclusion and acceleration push in supports will model co-teaching opportunities and strategies throughout classroom direct instruction and independent practice. ;
90% of students with disabilities will show progress toward IEP goals.

Staff Responsible for Monitoring: Principal, AP, ISC, DSS, Sped team, grade level teams

TEA Priorities: 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

November

February

April

June

Strategy 2

Targeted MTSS benchmark monitoring.

Strategy's Expected Result/Impact: 80% of students who qualify as economically disadvantaged who have demonstrated a need for Tier 2/3 intervention will meet MTSS benchmarks quarterly.

Formative Reviews

Some Progress

November

February

April

June

Strategy 3

Targeted intervention (acceleration) opportunities for students receiving Tier 2/3 intervention support and/or who qualify as students with disabilities.

Strategy's Expected Result/Impact: By April 2026, 70% of inclusion/intervention participants will improve at least one STAAR performance band.

Formative Reviews

Some Progress

November

February

April

June

Performance Objective 3

By June 2026, the percentage of students achieving overall Meets or Above will increase from 48% to 70% with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: Unit Assessments, STAAR Interim, STAAR

Strategy 1

Align all Tier 1 Instruction with grade level standards, Hutto ISDs Yearly at a Glance (YAG,) and provided HQIM/curriculum through observational walkthroughs and PLC interval growth measures.

Strategy's Expected Result/Impact: By Nov 2025, 90% of lessons observed will show evidence of TEKS-aligned rigor.

Staff Responsible for Monitoring: Principal, AP, ISC, DSS, Grade level leads, special education department

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

Formative Reviews



Accomplished



Accomplished

November

February

April

June

Performance Objective 4 High Priority

Implement intentional instructional coaching cycles.

Evaluation Data Source: By Feb 2026, 100% of teachers grades 3-5 with less than 50% of students meeting mastery based on 2024-2025 STAAR results will have completed 2 coaching cycles tied to STAAR readiness.

Performance Objective 5

Utilize district-aligned curriculum resources (HQIM/YAG).

Evaluation Data Source: By April 2026, walkthroughs will show 95% of classrooms using HQIM resources with fidelity.

Performance Objective 6

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 for foundational literacy and numeracy

Performance Objective 1 HB3 Goal

(1.3.1) By June 2026, the percentage of all 1st-3rd grade students achieving grade-level readiness on MAP will increase from 66% to 80% from BOY to EOY with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: NWEA MAP, MCLASS

Strategy 1

Deliver tiered Small-Group Instruction based on MAP and MCLASS Literacy/Numeracy Skill Bands and specific skills identified via screener data.

Strategy's Expected Result/Impact: By November 2025, 100% of classrooms will provide weekly data-driven small groups.

Staff Responsible for Monitoring: Principal, AP, ISC, DSS, classroom teachers

Funding Sources: Math Fact Lab Title I, Part A - (6300) Supplies and Materials, \$1,852.5, UFLI Foundations Manual Title I, Part A - (6300) Supplies and Materials, \$526.75

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

Formative Reviews

November

February

April

June

Strategy 2

Progress monitor with literacy/numeracy skill-band reports.

Strategy's Expected Result/Impact: By May 2026, 90% of at-risk students will meet targeted skill-band growth based on MAP/mClass data and targeted intervention during small group instruction.

Formative Reviews

November

February

April

June

Performance Objective 2 HB3 Goal

(1.3.2) By June 2026, 3rd grade students meet projected growth in Reading & Math will increase from 38% - 70% with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: NWEA MAP, Unit Assessments (tracking TEKS), IXL, Amira

Strategy 1

Increase weekly exposure to formative assessments, independent applications, and curriculum analysis that align with state testing formatting and stamina.

Strategy's Expected Result/Impact: By Feb 2026, all 3rd grade teachers will use biweekly STAAR checks; scores will improve 35% from BOY to EOY.

Staff Responsible for Monitoring: Principal, AP, ISC, CTC, DSS

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

Formative Reviews

November February April June

Strategy 2

Provide curriculum reteach and preview sessions during intervention blocks

Strategy's Expected Result/Impact: By Apr 2026, 70% of reteach and acceleration (intervention) students will master targeted TEKS.

Formative Reviews

November February April June

Performance Objective 3 **HB3 Goal**

(1.3.3) By June 2026, K students meeting grade-level readiness in mClass will increase from 65% - 85% with Targeted Improvement in the TEA Identified Accountability Group with high discrepancies in STAAR Performance.

Evaluation Data Source: MClass

Strategy 1

Implement daily phonemic awareness, number fact fluency, early literacy routines and monitor routines, adjusting as necessary via PLC data analysis.

Strategy's Expected Result/Impact: By Nov. 2025, 100% of Kinder classrooms will implement daily foundational literacy/numeracy routines.

Staff Responsible for Monitoring: Principal, AP, ISC, KG team

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

Formative Reviews

November	February	April	June
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Strategy 2

Family literacy workshops

Strategy's Expected Result/Impact: By Apr 2026, 50% of Kinder families will participate in at least 1 workshop.

Staff Responsible for Monitoring: Principal, AP, ISC, KG team

Formative Reviews

November	February	April	June
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Strategy 3

Monitor growth through biweekly mClass checkpoints.

Strategy's Expected Result/Impact: By May 2026, 85% of Kinder students will meet EOY mClass benchmarks.

Formative Reviews

November	February	April	June
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Performance Objective 4

By May of 2026, 100% of campus events will demonstrate literacy and numeracy family engagement with educational resources at the provided "Mic Check" station.

Evaluation Data Source: STAAR Results, Parent Perception Survey

Strategy 1

Provide Monthly Home- to- School Learning Connections via Leader in Me Action Teams (Literacy & Math Nights, Take-Home Kits, Parent Workshops)			
Strategy's Expected Result/Impact: Strengthened home-to-school partnerships; improved student outcomes due to consistent at-home practice and family/community support.			
Staff Responsible for Monitoring: Principal, LIM Action Teams, AP, Counselor			
TEA Priorities: Build a foundation of reading and math			
ESF Levers: Lever 3: Positive School Culture			
Formative Reviews			
November	February	April	June

Performance Objective 5

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) By June 2026, student engagement survey scores will increase by 10% from baseline.

Evaluation Data Source: Panorama Student Perception Survey

Strategy 1

Launch targeted leadership opportunities for Jr. Lighthouse (Leader in Me) student leadership team: (peer mediation, NJES ambassadorships, safety patrol, mentorships, focus groups.)

Strategy's Expected Result/Impact: By Mar 2026, 100% of Jr. Lighthouse members will participate in at least one leadership event and one leadership action on campus.

Staff Responsible for Monitoring: Counselor, LIM trainer, Classroom Teachers, Assistant Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 2

Increase campus-wide student clubs and enrichment opportunities.

Strategy's Expected Result/Impact: By Apr 2026, 90% of students will participate in at least one club, enrichment program, or family engagement event.

Staff Responsible for Monitoring: Counselor, LIM trainer, Classroom Teachers, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Strategy 3

Implement daily student well-being check-ins.

Strategy's Expected Result/Impact: By May 2026, survey response rate will reach 85%, and 70% of students will report increased sense of belonging.

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 2

(1.4.2) By June 2026, Special education students attaining meets or above will increase in reading and math on STAAR assessment from 24% to 40%. (Domain 3).

Evaluation Data Source: Unit Assessments, STAAR Interim, STAAR

Strategy 1

Provide Individualized Academic Support with Inclusive Co-Teaching and Progress Monitoring via weekly data analysis through PLC structure.

Strategy's Expected Result/Impact: By Nov 2025, 100% of SPED students in co-teach classrooms will have documented supports in intervention, inclusion, resource, and BOOM small group time.

Staff Responsible for Monitoring: DSS, Sped. dept, AP, Principal, Classroom teachers

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

NovemberFebruaryAprilJune

Strategy 2

Provide ongoing PD for general education teachers on accommodations.

Strategy's Expected Result/Impact: By Dec 2025, 100% of teachers will receive PD and submit evidence of accommodations in walkthroughs.

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

(1.4.3) By June 2026, discretionary discipline referrals will decrease by 10% from the 2024-25 baseline.

Evaluation Data Source: Classroom referral report, interception tracker, pbis reward tracker

Strategy 1

Implement targeted interception tracker system to identify areas of need throughout the campus in continuity with PBIS system to provide proactive, positive behavior reinforcement and support throughout Nadine Johnson.

Strategy's Expected Result/Impact: Reduction in classroom removals and office referrals by 10% based on improved self-regulation and conflict resolution through SEL check-ins and PBIS reward system implementation.

Staff Responsible for Monitoring: Principal, AP, DSS, ISD, Counselor, Classroom teachers

Funding Sources: Title I, Part A - (6200) Contracted Services, \$2,399

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

Formative Reviews

November

February

April

June

Goal 5

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

Performance Objective 1

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

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

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

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

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

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

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

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

Strategy 1

Optimize coaching and feedback cycle routines throughout leadership agendas, calendared calibrations, Hutto ISD Cornerstone focus points delivered to staff weekly, T-TESS/goal setting alignment and PLC structure.

Strategy's Expected Result/Impact: By Jan 2026, 100% of identified teachers will complete at least 1 coaching cycle.

Staff Responsible for Monitoring: Principal, AP, ISC, DSS

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

February

April

June

Strategy 2

Provide feedback training for instructional leaders.

Strategy's Expected Result/Impact: By Dec 2025, all leaders will be trained on effective feedback protocols.

Formative Reviews

November

February

April

June

Strategy 3

Align walkthroughs to coaching and TTESS indicators.

Strategy's Expected Result/Impact: By Apr 2026, 95% of walkthrough feedback will show direct links to TTESS growth areas.

Formative Reviews

November

February

April

June

Goal 6

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

Performance Objective 1

3.1.1 By May 2026, 85% of parents will have attended a campus event, activity, or conference on campus.

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

Strategy 1

Host monthly family events that promote academic collaboration.

Strategy's Expected Result/Impact: By May 2026, at least 50% of families will attend one event.

Staff Responsible for Monitoring: Principal, AP, Counselor, LIM Action Teams

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Performance Objective 2

3.1.2 By Spring 2026, parent trust survey ratings will increase by 10% from Fall 2025 baseline.

Evaluation Data Source: Fall and Spring Parent Perception Survey

Strategy 1

Provide transparent progress updates on student achievement.

Strategy's Expected Result/Impact: By May 2026, 90% of parents will report feeling informed about their child's academic and emotional progress.

Staff Responsible for Monitoring: Principal, AP, ISC, DSS, Leadership Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

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

Continue to refine campus systems around professional and kind interactions with colleagues, community, and families of Nadine Johnson.

Strategy's Expected Result/Impact: 10% increase with family satisfaction in communication and family climate surveys.

Staff Responsible for Monitoring: Admin, Front office staff, leadership teams, Action teams (LIM)

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Goal 7 (3.2) Establish strategic partnerships to mobilize collective impact.

Performance Objective 1

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

Evaluation Data Source: CCMR data, Internship Participation

Strategy 1

Introduce and sustain Early Career Awareness Through Community-Connected Learning Experiences

Strategy's Expected Result/Impact: 100% of NJES students will have awareness and exposure to real-world career options and the relevance of learning, leading to stronger community-school relationships.

Staff Responsible for Monitoring: Counselor, Teachers, Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Performance Objective 2

(3.2.2) Expand strategic access to resources as a result of community partnerships and engagement.

Evaluation Data Source: volunteer hours, monetary donations, or supply donations

Strategy 1

30% increase in NJES resource network with local businesses, faith-based organizations, and nonprofits.

Strategy's Expected Result/Impact: Expanded access to resources (clothing, supplies, mentorship, volunteers); stronger systems of support for students and families.

Staff Responsible for Monitoring: Principal, PTA Lead and Fundraising Chair, AP, Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

November

February

April

June

Goal 8 (3.3) Establish meaningful two-way discourse with diverse stakeholders.

Performance Objective 1

3.3.1 Increased diversity of and participation in district citizen committees.

Evaluation Data Source: Parent perception survey

Strategy 1

Through collection of parent information via BOY and monthly events, ensure inclusive recruitment of parent representation for district committee representation.

Strategy's Expected Result/Impact: 15% increase in ownership and trust across parent groups based on Panorama and MRA survey data.

Staff Responsible for Monitoring: Principal, AP, Counselor, PTA

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

February

April

June

Performance Objective 2

3.3.2 Increase parent perception survey data across demographics.

Evaluation Data Source: Parent perception survey

Strategy 1

Implement professional standards of inclusive ethics and communication across all platforms, formal and informal.

Strategy's Expected Result/Impact: 70% of parent surveys completed and improved satisfaction scores across all family and community populations by 10%.

Staff Responsible for Monitoring: Principal, AP, Counselor, Classroom teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

3.3.3 Increase the number of positive customer service survey responses.

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

Strategy 1

Continue to refine campus systems around professional and kind interactions with colleagues, community, and families of Nadine Johnson.

Strategy's Expected Result/Impact: 10% increase in improved family satisfaction with communication and campus climate via survey data, (Panorama and MRA).

Staff Responsible for Monitoring: Admin, Front Office staff, Counselor, AP, Classroom teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Goal 9 (4.2) Address capital improvement needs to accommodate growth and maximize efficiency in support of student success.

Performance Objective 1

(4.2.1) Update Master Facilities Assessment Plan / develop/maintain and conduct regular reviews of the district's MFAP

Evaluation Data Source: Updated Master Facilities Assessment Plan (includes data and assessments from 2017, 2019, 2022 that informed the May 2019 and May 2023 Bond)

COMPONENTS - Builds on the assessments of 2017, 2019, 2022 which informed the May 2019 and May 2023 Bond; the Plan should include documentation of Capital Improvement as each Bond Program unfolds and is delivered; the Plan, a living document, is an engineering analysis of all building systems: Mechanical, Electrical, HVAC, Plumbing, Roofing & Facade, as well as Civil and Architectural Finishes; the Plan is vital in helping to inform future Long Range Master Facilities Planning committee work.

Strategy 1

Participate in and calibrate campus-based walkthroughs to inform facility condition and functionality in MFAP updates.

Strategy's Expected Result/Impact: 100% of Leadership team and front office staff will be knowledgeable and able to identify campus improvement, condition, and functionality needs by EOY 2026.

Staff Responsible for Monitoring: Principal, Campus Admin, Associate, Lead Custodian, AP

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	February	April	June
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Strategy 2

Establish campus-wide technology norms.

Strategy's Expected Result/Impact: By Sep 2025, all classrooms will post technology expectations.

Formative Reviews

November	February	April	June
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Strategy 3

Monitor technology use during instructional blocks.

Strategy's Expected Result/Impact: By Jan 2026, 90% of walkthroughs will confirm teacher monitoring of devices.

Formative Reviews

November

February

April

June

Performance Objective 2

(4.2.2) Develop a formal Equipment Replacement Plan and ERP committee process Committee. The objective is to inform the annual budget process/or strategic use of I&S funding.

Evaluation Data Source: ERP (Equipment Replacement Plan) that documents:

- * Creation and Maintenance of a "living" document, with cross-functional collaboration
- * Inventory of capitalized equipment for: facilities, fleet, technology, athletics, fine arts, CTE, Sped, as well as general learning, areas, libraries, playgrounds
- * The ERP shall capture life cycle replacement and shall be updated with estimated replacement costs annually

Strategy 1

Conduct Annual Campus Inventory and Submit Equipment Condition Reports to district ERP liaisons.

Strategy's Expected Result/Impact: 100% of campus equipment needs are forecasted, upgrades are tied to instructional needs.

Staff Responsible for Monitoring: Principal, Campus Admin. Associate, Lead Custodian

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Performance Objective 3

(4.2.3) Review/Update comprehensive Facilities Standardizations guidelines.

Evaluation Data Source: Facilities Standardizations Guidelines to inform facilities planning and retrofit opportunities with equity considerations for district facilities and programs. As defined by the ED SPECS, Facilities Standardizations to also inform the LRMFP (Long Range Master Facilities Planning) and Master Facilities Assessment planning process.

Strategy 1

Provide NJES input regarding campus facility optimization and standardization to ensure a safe, inclusive, future-ready learning space for all students.

Strategy's Expected Result/Impact: 100% of campus facilities are inclusive, safe, and modernized to support all student programs and growth needs.

Staff Responsible for Monitoring: Principal, AP, ISC, DSS, Counselor, Admin Associate

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

February

April

June

Goal 10 (4.3) Implement operational efficiencies to create safe and quality learning environments.

Performance Objective 1

(4.3.1) By June 2026, Nadine Johnson Elementary will maximize the use of TEA Safety Grants and other available funding sources to supplant local funds by allocating at least 95% of awarded safety grant dollars toward TEA-required safety measures (e.g., secure entry, surveillance, fencing, emergency communication systems), as evidenced by budget reports and implementation records.

Evaluation Data Source: TEA Grant Documentation
EOP Planning Updates and Reports to the Board of Trustees
Construction and Capital Improvement Priorities that identify Safety Upgrades

Strategy 1

Continue to utilize and coordinate CNA to prioritize TEA Safety Grant Funding.

Strategy's Expected Result/Impact: Enhanced physical security and emergency preparedness using external funding; reduced strain on local budgets.

Staff Responsible for Monitoring: Principal, AP, Campus SRO

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	February	April	June
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Performance Objective 2

(4.3.2) Benchmark hiring priorities and staffing levels for law enforcement and campus safety officers; develop strategic/tactical staffing schedules as is appropriate.

Evaluation Data Source: All-Hazard Analysis date from our EOP Planning
Staffing assessments to ensure compliance with legislative mandates for law enforcement resources
Staffing for campus safety officer allocations to ensure adequacy and coverage matches local assessments and design.

Strategy 1

Collaborate and refine systems of support to and from Campus Safety Officers.

Strategy's Expected Result/Impact: By May 2026, Nadine Johnson Elementary will increase proactive campus safety presence and reduce average response time to incidents by 20% compared to 2024-25 baseline, while improving staff and student perception of safety by 10% on Spring 2026 climate surveys, as evidenced by response logs and survey results.

Staff Responsible for Monitoring: Principal, AP, Campus Safety Officer, Counselor, LMHP

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3

(4.3.3) Benchmark hiring priorities based on the definition of the work using APPA standards.

Evaluation Data Source: Climate and Facilities Survey Data
Work Order Data
Updated Operations organization flow chart with APPA/Industry analysis

Strategy 1

Develop system to collect and use work order and facilities maintenance data to inform custodial and maintenance staffing needs.

Strategy's Expected Result/Impact: By June 2026, Nadine Johnson Elementary will improve custodial service efficiency and quality so that 95% of classrooms and common areas meet or exceed APPA (national custodial standards) Level 2 ratings during monthly inspections, resulting in cleaner and safer learning spaces as evidenced by inspection logs and staff/student survey feedback.

Staff Responsible for Monitoring: Principal, Campus Admin. Associate, Lead Custodian, AP

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

Formative Reviews

NovemberFebruaryAprilJune



Funding Summary

Funding Summary

Title I, Part A - (6200) Contracted Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1		--	\$2,399.00
Sub-Total					\$2,399.00
Budgeted Fund Source Amount					\$14,997.00
+/- Difference					\$12,598.00

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

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	LIM Student Membership	--	\$6,688.00
2	1	2	Student Membership LIM	--	\$6,688.00
3	1	1	Math Fact Lab	--	\$1,852.50
3	1	1	UFLI Foundations Manual	--	\$526.75
Sub-Total					\$15,755.25
Budgeted Fund Source Amount					\$10,884.09
+/- Difference					-\$4,871.16

Title I, Part A - (6400) Operating Cost

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,852.50
+/- Difference					\$1,852.50

SCE - (6100) Payroll Costs: Salaries

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$97,046.00
+/- Difference					\$97,046.00

SCE - (6100) Payroll Costs: Extra Duty

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$750.00
+/- Difference					\$750.00