Hutto Independent School District

Hutto High School

2026-2027 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Hippo Nation inspires all students to achieve excellence in academics, character and community.

Vision

Inspiring Excellence

Value Statement

Students are respectful of self and others, as they rise to challenges and are motivated to achieve personal success.

Parents & Families are welcomed and valued as committed partners, as they engage in positive and meaningful ways, while advocating for and accountable to their child's learning and academic needs.

Faculty & Staff Members inspire excellence, persevere through change, and embrace opportunities to build meaningful relationships.

Campus Administrators serve with integrity through word and action, while cultivating a welcoming and supportive environment for all.

Superintendent & Central Office Staff are innovative and engaged leaders, with diverse educational backgrounds, propelling the District towards continuous improvement.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 7
School Processes & Programs 12
Curriculum & Instruction 12
Professional Development 12
Leadership & Decision-Making 12
Communication 12
Organization, Scheduling & Support Services 12
Early College High School 12
Technology Integration 12
Other (Climate, Safety, and Culture) 13
Perceptions 14
Priority Problem Statements 24
Comprehensive Needs Assessment Data Documentation 26
Goals 29
Goal 1: Increase the percentage of students meeting grade-level expectations. 29
Goal 2: Expand strategies that attract and retain high-performing talent. 39
Goal 3: Establish strategic partnerships to mobilize collective impact. 45
Goal 4: Optimize resources to achieve student outcomes. 51
State Compensatory 59
Budget for Hutto High School 59
Policies, Procedures, and Requirements 60

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hutto High School (HHS), located in Hutto Independent School District in Williamson County, Texas, serves students in grades 10–12 and functions as the district's comprehensive senior high school campus. Students transition to HHS from the Hutto 9th Grade Center and the district's three feeder middle schools: Hutto Middle School, Farley Middle School, and Gus Almquist Middle School. Hutto High School is currently a 6A campus that continues to experience sustained enrollment growth reflective of the rapid expansion of the Hutto community.

As of the 2025–2026 school year, Hutto High School serves approximately 2,476 students in grades 10–12. Continued enrollment growth has resulted in ongoing campus expansion projects, including the addition of a Career and Technical Education (CTE) wing, a competition gymnasium, a Performing Arts and Athletics foyer, new auto tech bays and classrooms, new Ag areas scheduled to open in 2026-2027 and updated instructional program areas. Upon the opening of a second comprehensive high school in Hutto ISD, the campus is expected to transition back to a traditional 9th–12th grade configuration.

Hutto High School serves a highly diverse student population. Current demographic data indicates that 48.02% of students identify as Hispanic/Latino, 25.4% identify as White, 16.0% identify as Black/African American, 6.5% identify as Two or More Races, 3.3% identify as Asian, 0.5% identify as American Indian/Alaskan Native, and 0.3% identify as Native Hawaiian/Pacific Islander.

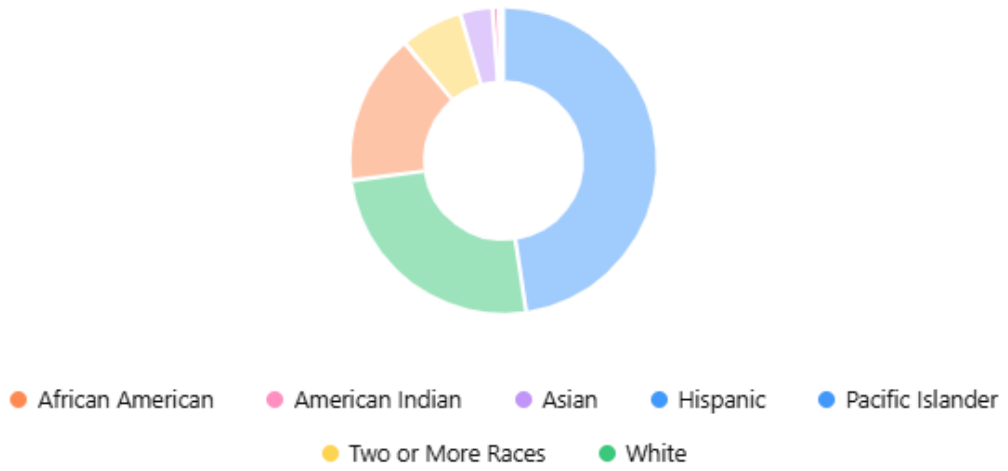
Additionally, 37.3% of students are identified as Economically Disadvantaged, and approximately 60.3% are identified as At-Risk. The campus also serves a growing Emergent Bilingual (EB) population of approximately 14.2% of enrollment. Within the EB population, newcomer students represent those within their first three years in the United States and include students from Cuba, Venezuela, Puerto Rico, Nicaragua, Mexico, Honduras, the Dominican Republic, Colombia, Nepal, South Korea, and Kenya.

Hutto High School also provides services for students receiving Special Education and Section 504 supports, as well as military-connected, immigrant, and homeless student populations. The increasing linguistic, cultural, and academic diversity of the campus reinforces the importance of equitable access to rigorous instruction, multilingual communication systems, culturally responsive practices, college and career readiness opportunities, and targeted academic and social-emotional interventions.

As enrollment growth and demographic shifts continue, Hutto High School remains committed to strengthening systems that support student achievement, attendance, engagement, postsecondary readiness, and equitable outcomes for all learners. Average Daily Attendance saw a slight improvement from 91.83% in 2024-2025 to 92.24% in 2025-2026. Attendance measures continue to be implemented in an effort to improve the attendance rates.

Hutto High School Ethnic Distribution (2025-2026)

Student ethnicity percentages for the 2025-2026 school year. Total enrollment: 2,476 students.



Ethnic Distribution	2023-2024	2024-2025	2025-2026
Total Students	2,072	2,222	2,476
African American	14.67%	16.20%	15.99%
Hispanic	48.60%	48.42%	48.02%
White	27.22%	25.83%	25.40%
American Indian	0.34%	0.36%	0.52%
Asian	2.85%	3.11%	3.31%
Pacific Islander	0.24%	0.27%	0.28%
Two or More Races	6.08%	5.81%	6.46%

Special Populations	2023-2024	2024-2025	2025-2026
Economically Disadvantaged	40.35%	37.71%	37.32%
504	14.19%	14.40%	13.89%
ELL	14.62%	15.66%	14.22%
SPED	13.03%	13.50%	13.73%

Special Populations	2023-2024	2024-2025	2025-2026
GT	4.25%	4.50%	5.41%
Homeless	1.03%	0.84%	Not Available

Demographics Strengths

Hutto High School demonstrates significant strengths in cultural diversity, infrastructure planning, and academic programming. The campus serves a richly diverse student population, including a growing Emergent Bilingual population of over 14% and newcomer students representing multiple countries, creating a "global classroom" environment that strengthens students' cross-cultural understanding and prepares them for success in an interconnected workforce. The balanced demographic representation across Hispanic, White, African American, Asian, and other student groups further supports an inclusive school culture where multiple perspectives are reflected and valued.

In addition to its demographic strengths, Hutto High School benefits from proactive infrastructure planning and expanding academic pathways. The construction of new facilities, including a Career and Technical Education (CTE) wing and competition gym, reflects a forward-thinking approach to sustained enrollment growth and ensures students have access to modern learning environments. The campus also demonstrates strong career and college readiness programming supported by robust CTE offerings and comprehensive student services, including Special Education and Section 504 supports that collectively serve nearly 30% of the student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A lower percentage of students from historically underserved demographic groups are completing CCMR-aligned pathways such as dual credit, industry certifications, military enlistment, or college readiness benchmarks.
Root Cause: Awareness of CCMR opportunities and proactive student monitoring systems have not been consistently implemented early enough to ensure equitable participation across all demographic groups.

Problem Statement 2 (Prioritized): Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes.
Root Cause: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.

Student Learning

Student Learning Summary

Hutto High School remains committed to ensuring every student graduates prepared for college, career, or military success. As we analyze recent performance trends and accountability measures, our campus has identified several opportunities to strengthen systems, improve student outcomes, and build sustainable structures that support long-term success.

Recent College, Career, and Military Readiness (CCMR) data indicate an opportunity to increase student attainment rates, particularly as the Class of 2025 CCMR acquisition rate declined significantly before making tremendous gains again with the class of 2026. The campus is implementing a more comprehensive approach to data management, progress monitoring, and student support. A key focus will be strengthening data verification practices by ensuring alignment between internal tracking systems and official PEIMS reporting while expanding collaboration among counseling, administrative, and instructional teams throughout the verification process.

Additionally, the campus is working to establish a more intentional college-readiness framework that begins earlier in students' academic careers. By analyzing historical performance trends on assessments such as the PSAT, SAT, and TSI-A, Hutto High School will collaborate with district and feeder-pattern partners to create a more aligned and proactive pathway that prepares students for future success. This work will include embedding college-readiness skills and assessment preparation into classroom instruction while providing students with targeted opportunities for intervention, enrichment, and practice throughout their high school experience.

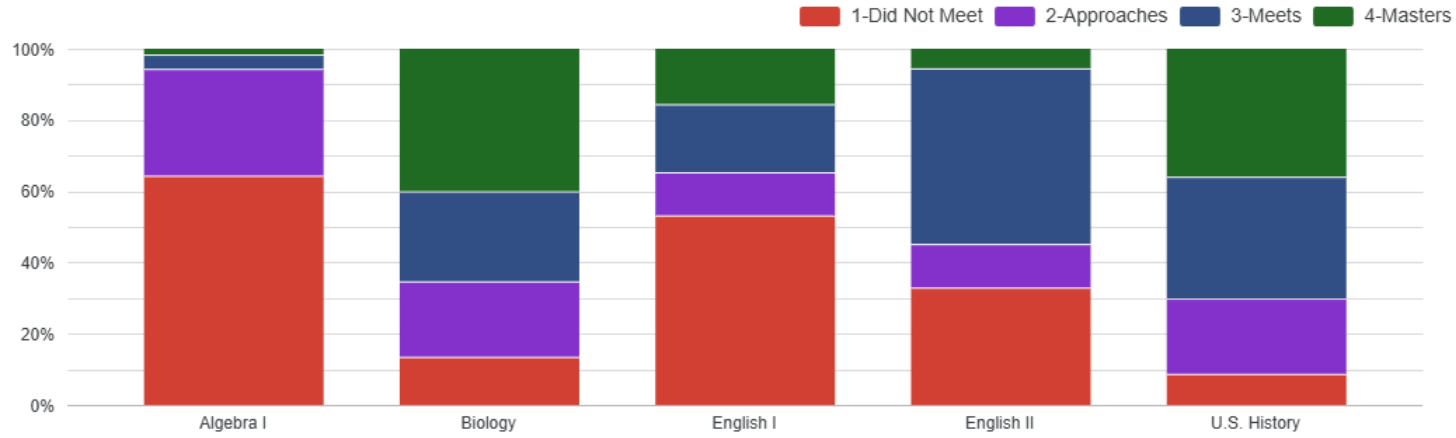
In English Language Arts, campus data highlight an opportunity to strengthen support systems for students retesting in English I and English II. To address this need, Hutto High School will implement a comprehensive intervention plan that ensures students are strategically placed and monitored based on course performance and STAAR outcomes. The campus will continue partnering with district leadership to maximize available resources and develop sustainable intervention structures that support student achievement while maintaining compliance with state requirements. For the upcoming school year, English I and II retesters will be scheduled with highly effective teachers, including Texas Incentive Allotment (TIA) designated educators whenever possible, and additional tutorial opportunities will be supported through transportation solutions designed to increase student participation.

The campus also recognizes the importance of preparing students for postsecondary readiness assessments. To strengthen student performance on the TSI-A, PSAT, and SAT, college-readiness standards and practice opportunities will be intentionally embedded within the English curriculum. This integrated approach will provide students with consistent exposure to the skills and expectations necessary for success on these assessments and beyond.

In Algebra I, Hutto High School has experienced encouraging growth over the past two years, with student performance steadily increasing across the Approaches, Meets, and Masters achievement levels. The implementation of the Strategic Math course has created an effective support structure for students working toward STAAR success while fostering increased confidence and academic growth. Through targeted small-group instruction, data-driven intervention, and continuous progress monitoring, teachers are creating learning environments that promote both achievement and perseverance. Moving forward, the campus will continue refining its growth-monitoring systems to ensure instructional resources are strategically allocated and that every student receives the support necessary to reach their full potential in mathematics.

Through these focused efforts, Hutto High School will continue building systems that promote academic excellence, strengthen college and career readiness, and create expanded opportunities for all students to achieve success both during high school and beyond.

Distribution of Performance Levels



English I				
Year	**DNM**	**Approaches**	**Meets**	**Masters**
2023	66%	34%	6%	0%
2024	85%	15%	5%	1%
2025	81%	19%	6%	1%
2026	52.87%	47.13%	35.03%	15.92%

English II				
Year	**DNM**	**Approaches**	**Meets**	**Masters**
2023	22%	78%	62%	6%
2024	26%	74%	61%	6%
2025	31%	69%	53%	6%
2026	32.59%	67.42%	55.17%	5.86%

Algebra I				
Year	**DNM**	**Approaches**	**Meets**	**Masters**
2023	66%	34%	2%	1%
2024	67%	33%	2%	1%
2025	70%	29%	9%	5%

Algebra I				
2026	64%	36%	6%	2%

Biology				
Year	**DNM**	**Approaches**	**Meets**	**Masters**
2023	52%	48%	2%	0%
2024	28%	72%	17%	0%
2025	31%	69%	36%	13%
2026	13.13%	86.86%	65.65%	40.40%

US History				
Year	**DNM**	**Approaches**	**Meets**	**Masters**
2023	5%	95%	74%	40%
2024	5%	95%	67%	34%
2025	8%	92%	62%	29%
2026	8.36%	91.64%	70.49%	36.29%

College, Career and Military Readiness

Hutto High School saw a significant jump in the percentage of students who received their College, Career and Military Readiness (CCMR) indicator. Not including, Riverhorse Academy or Hutto Virtual Academy, 97% of students at Hutto High School were identified as CCMR ready. This is an increase from 53% of students in the 2024-2025 school year. This was due in large part to College Bridge assisting students in earning the indicator. With that program going away in 2026-2027, Hutto High School will be challenged to find a way to keep this CCMR percentage high.

Industry Based Certificates

		Unique Students with an IBC	Total IBCs Earned
Class of	2026	343	664
	2025	226	414
	2024	174	385
	2023	149	315

HHS AP Program 25-26 School Year (At a Glance)

The Advanced Placement (AP) program at Hutto High School saw an overhaul in 2025-2026. Students enrolled in AP courses were required to sit for AP exams, a change from previous years. For the 2025-2026 school year:

- 895 Students were enrolled in AP courses
- Students were enrolled to take 1,429 AP exams
- Previous Year (24-25) - 667 students took 1,099 exams

Score reports are expected in July for exams taken in the Fall of 2026. Hutto High School is looking to continue growing the number of students who score 3 or higher on AP exams. Of the 667 students who tested in 2025, 407 (61%) scored a 3 or higher, an improvement over 305 of the 570 (54%) students who tested in 2024.

Student Learning Strengths

- Advanced Academics: Student engagement in advanced academics continues to grow at Hutto High School. More students are taking dual credit and Advanced Placement (AP) courses as there continues to be more opportunities. More students took AP this year than the previous year, resulting in more than 400 more AP exams taken in the Spring of 2026 when compared to 2025. Our partnership with Temple College is strong, with students taking traditional dual credit as well as Texas Bioscience Institute (TBI) courses. In 2026-2027, dual credit courses will be moved to the Hutto High School campus so students will no longer have to travel to EWCHEC, making college credits more accessible. In addition, Temple College is offering free dual credit to any students at Hutto High School who reside in the Temple College zone.
- Algebra 1 Mastery Pipeline: After seeing Masters increase last year... the overall percentage of students passing Algebra I continues to increase... Our Algebra 1 learners achieved a steady upward trajectory, demonstrating consistent, measurable progress across the Approaching and Meets performance thresholds. By embracing high-intensity, small-group instruction, students unlocked new levels of mathematical confidence—a proven framework the campus will continue to scale to accelerate growth and secure ultimate mastery for retakers in the 2026–2027 school year.
- CCMR Excellence: College, Career, and Military Readiness (CCMR) metrics are spiking upward, with 97% of students on the Hutto High School campus receiving their CCMR indicator. This remarkable achievement highlights our students' determination and the powerful impact of targeted College Bridge pathways and dedicated teacher mentorship.
- Biology: Tremendous work and high expectations are evident in Biology at Hutto High School, as evidenced by STAAR EOC results. For 2025-2026, 40% of students scored at the Masters level, when compared to just 13% the previous year. This is due in part to students from Early College High School taking the Biology exam. However, overall improvement is also evidenced by the number of students who Did Not Meet expectations dropping to 13% in 2025-2026 from 31% in 2024-2025.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Hutto High School has seen a large percentage of tested students failing to score a 3 or greater on Advanced Placement exams.
Root Cause: The campus has an opportunity to strengthen alignment between AP instruction and College Board expectations by increasing the rigor of learning experiences and fostering a shared belief in students' ability to succeed in challenging coursework. Establishing consistently high expectations across all AP courses will better support students in achieving success on AP exams.

Problem Statement 2 (Prioritized): Performance on ELA II EOC's, particularly in the percentage of students achieving Masters, is not meeting campus expectations.
Root Cause: The rigor expected in honors courses has not been elevated and maintained in ELA II. Observation data shows the same lessons and expectations in honors and on-level courses.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction

Hutto High School provides a rigorous, well-rounded program that includes core instruction, AP, and CTE pathways. Special populations (Special Education, 504, EB, dyslexia) are supported through accommodations, targeted interventions, and progress monitoring. Data-driven instruction guides adjustments to meet student needs. CCMR readiness is supported through TSI exams, dual credit, Advanced Placement, college/career fairs, campus visits, and job fairs.

Professional Development

Professional development is based on student data, staff feedback, and campus goals. While compliance and instructional supports are in place, staff feedback (59% favorable) indicates a need for more relevant, targeted PD. The campus is implementing differentiated PD, including optional “Learning Lunch” sessions and stronger instructional coaching aligned to DDI and PLC practices.

Leadership & Decision-Making

Leadership uses a collaborative model that includes administrators, department leads, and committees. Decisions are data-driven and informed by student performance, attendance, discipline, and staff feedback. Staff input is gathered through surveys, PLCs, and leadership teams to guide campus improvement efforts.

Communication

The campus uses consistent communication systems (PLCs, staff meetings, ParentSquare, counselor/admin outreach) to ensure alignment and timely updates. Transition processes like Level Up meetings improve communication between campuses and support student readiness.

Organization, Scheduling & Support Services

Instructional time is maximized through structured scheduling, advisory, tutorials, and targeted interventions. Special populations receive embedded supports during the school day. Transition supports ensure continuity across grade levels. Over 50 extracurricular and CTE organizations increase student engagement and connection.

Early College High School

Hutto High School had two Early College High School (ECHS) cohorts on campus this year, one with freshmen and one with sophomores. 2025-2026 was the first year for the ECHS program on the high school campus as the first cohort started as freshmen while at the Ninth Grade Center. These students are provided with challenging curriculum and rigorous coursework as they are required to take honors, Dual Credit and Advanced Placement courses. The ECHS program partners Hutto High School with Temple College. Professors come to campus to teach the ECHS students who will have the opportunity to graduate from high school with an Associates Degree.

Technology Integration

Technology supports instruction through blended learning tools, progress monitoring systems, and data analysis for instructional decision-making. Students engage in digital platforms that support personalized learning and CCMR readiness.

Other (Climate, Safety, and Culture)

Campus safety is a strength (89% favorable). Systems are in place for emergency preparedness and student support. The Hippo Way initiative addresses bullying, violence, and social-emotional needs.

Two key challenges identified:

- **Student Motivation:** Addressed through incentives and increased relevance (CCMR focus)
- **Professional Development:** Being improved through targeted, staff-driven learning opportunities

School Processes & Programs Strengths

- **Strong SPED and 504 Support Structure:** The addition of two Deans of Support for SPED and 504 services has strengthened student support systems, improved collaboration, and increased responsiveness to student needs.
- **Robust Student Support Systems:** Intervention structures, accommodations, and progress monitoring are consistently implemented to support diverse learner needs and guide data-informed decisions.
- **Structured Transition Planning:** Level Up meetings between campuses (middle school - NGC - HHS) ensure continuity of services and smoother academic, behavioral, and social transitions for students.
- **Strong Culture of Student Engagement:** Over 50 student organizations and multiple campus-wide initiatives (e.g., Sophomore Camp, College & Career Fairs, Job Fair, The Hippo Way) promote leadership, belonging, and postsecondary readiness.
- **Career & College Readiness Programming:** Strong CTE pathways and exposure opportunities (job fairs, campus visits, leadership organizations) support CCMR goals and real-world readiness.
- **Safety and Campus Systems:** Staff report high confidence in safety procedures (93% favorable), indicating effective implementation of emergency protocols and campus safety training.
- **Staff Voice in Decision-Making:** Teachers are engaged through surveys, committees, AP/Principal huddles, and PD feedback loops that inform campus planning and improvement efforts.
- **Early College High School**: Students are engaged in rigorous curriculum through Honors, AP and Dual Credit Courses with the opportunity to earn an Associates Degree.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations.
Root Cause: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

Problem Statement 2 (Prioritized): Panorama survey results indicate that a majority of teachers do not perceive campus professional learning opportunities as meaningful or impactful to their instructional practice, limiting the effectiveness of professional development as a tool for continuous improvement.
Root Cause: Professional learning opportunities are not consistently differentiated based on teacher needs, content-specific priorities, experience levels, or instructional challenges, resulting in reduced relevance and applicability to classroom practice.

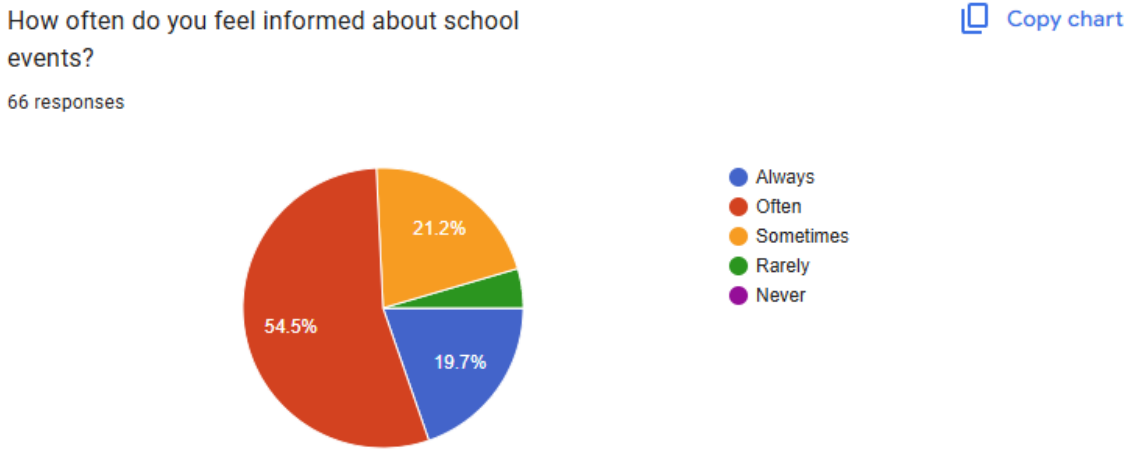
Perceptions

Perceptions Summary

Survey results from students, parents, and faculty indicate a campus with a generally positive climate but notable inconsistencies in systems and communication.

Spring Parent and Family Engagement Survey

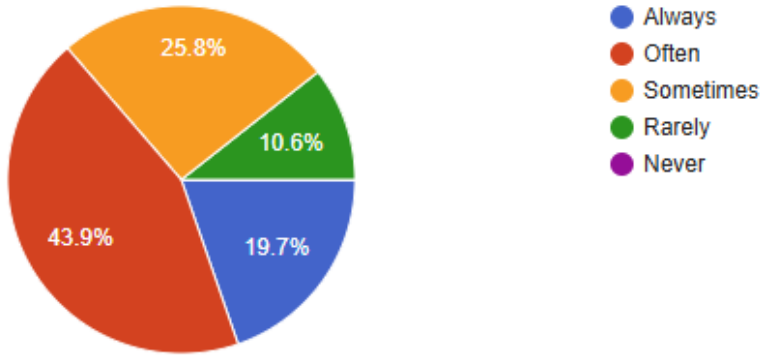
In the Spring 2026 Parent and Family Engagement Survey, approximately 95% of parents report feeling informed "always," “often” or “sometimes,” and about 86% feel comfortable reaching out to teachers, suggesting that basic communication structures are in place. However, only 58% of respondents rate their overall experience as “good” or “excellent,” with roughly 25% neutral and 17% indicating dissatisfaction, pointing to uneven experiences across the campus. Confidence in administration is mixed, with about 55% expressing moderate to high confidence in transparency and administration acting in the best interest of students. About 15% report low confidence in regards to transparency and responsiveness. Family engagement remains a focus area, with 73% of parents reporting at least some participation in the school community, with the other 27% indicating rare or no involvement. Parents surveyed said it would be easier to be involved with alternate meeting times or virtual options for engagement.



My child's teacher(s) keep me informed of my child's progress.

66 responses

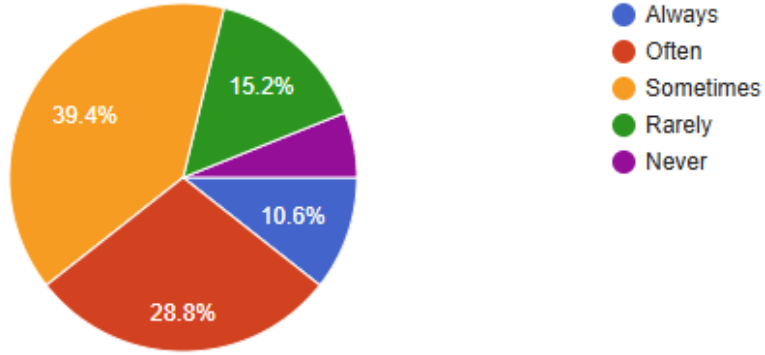
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How often does the school invite you to workshops, meetings, or events that help you support your child's academic success?

66 responses

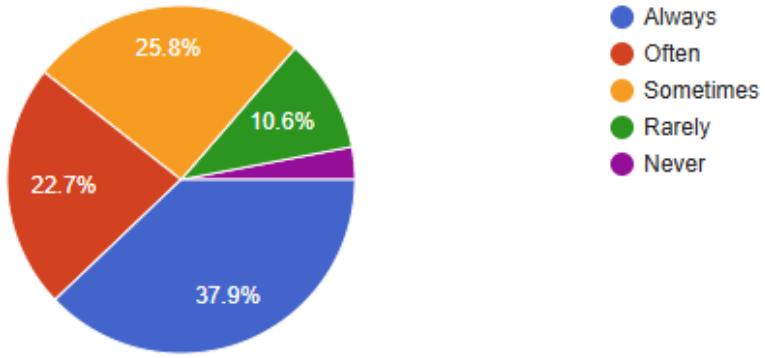
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How comfortable do you feel reaching out to teachers with questions or concerns?

66 responses

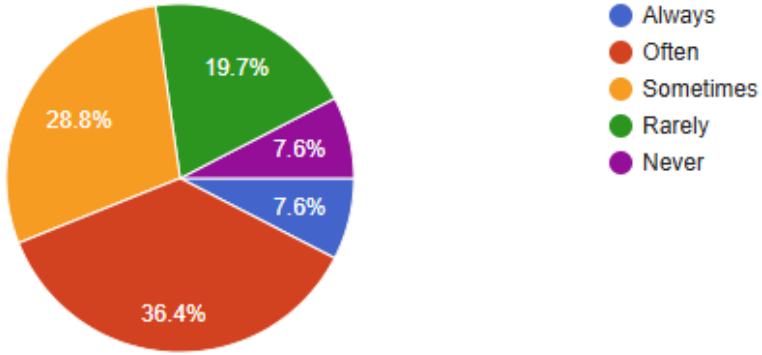
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How often do you engage with your child's school community through events, activities, or volunteer opportunities?

66 responses

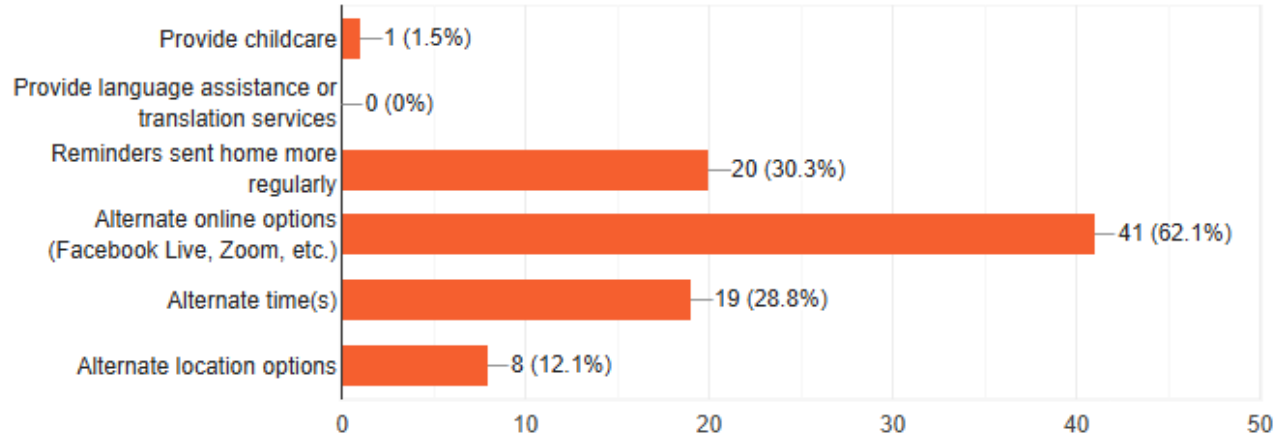
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What additional supports or options would make it easier for you to participate in parent and family engagement activities at your child's school? Please select all that apply:

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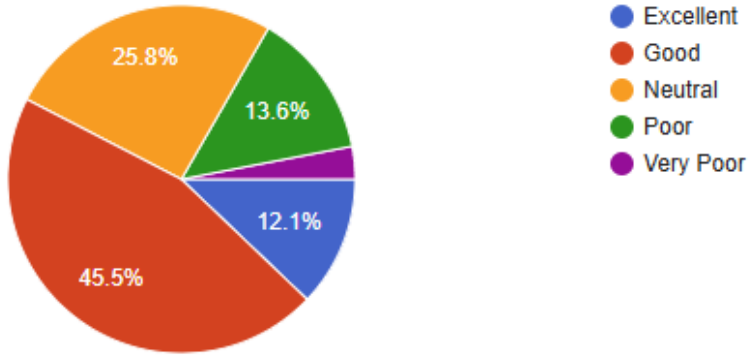
66 responses



How would you rate your overall experience with the school?

66 responses

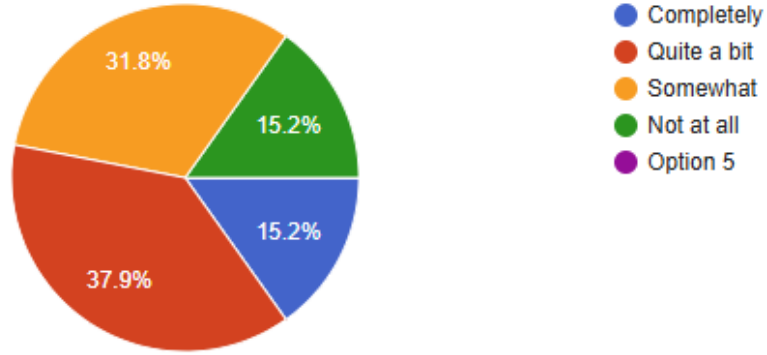
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Do you feel the school's administration acts transparently and in the best interest of students and families when making decisions?

66 responses

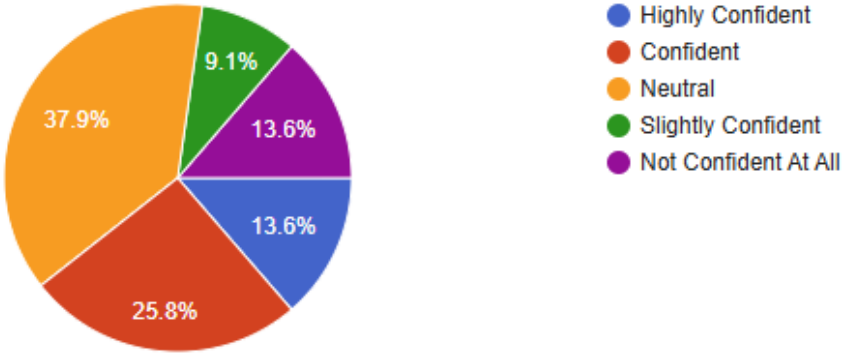
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How confident are you that the school welcomes and values your ideas as a partner in your child's education?

66 responses

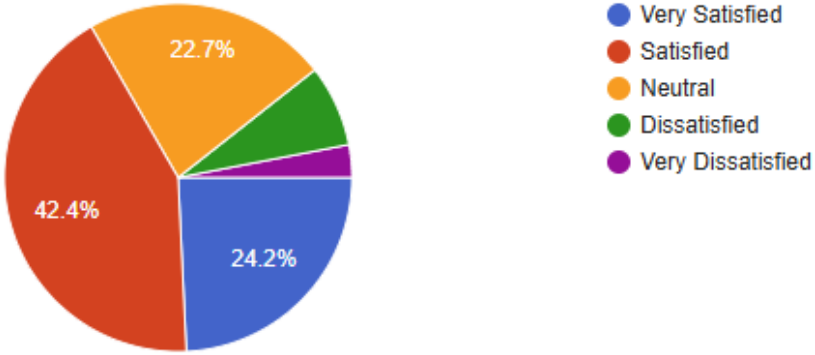
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How satisfied are you with the level of respect and courtesy shown to you by school staff?

66 responses

Copy chart



Spring Campus Faculty Survey

Campus faculty were also surveyed in the Spring of 2026 and data was trending upward in most areas. The staff feel most confident in the their safety with 93% report feeling safe on campus. However, while it did increase slightly from the previous year, only 65% responded favorably about their personal well-being. While there is still room for growth, Professional Learning on campus made a big jump to 63% favorable at the end of the school year, an increase of 24% from the 2024-2025 school year. A big area of focus this year was Feedback and Coaching with 3% responding more favorably this year at 59%. This will continue to be a big area of focus for campus administration in the 2026-2027 school year.

Hutto High School Faculty Survey

92 responses | Show breakdown

Surveyed Topics

Topics	Score	Change since last surveyed	Compared to district
Safety	93%	↗ 4	0
Well-Being	65%	↗ 4	0
School Leadership	63%	↘ 4	0
Professional Learning	63%	↗ 24	0
Feedback and Coaching	59%	↗ 3	0
School Climate	58%	↘ 1	0

Spring Student Classroom Experience Survey

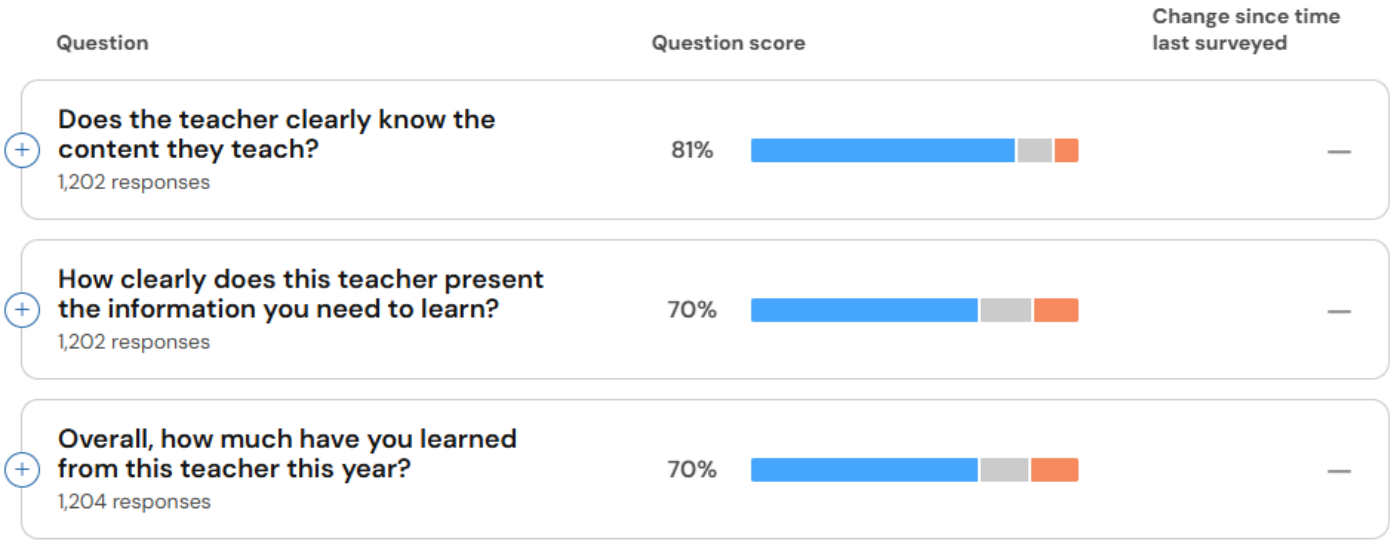
Hutto High School students were provided a survey from Panorama at the end of the 2025-2026 school year to get feedback on their perception of campus. Students responded favorably toward the staff on campus with 74% responding favorably to pedagogical effectiveness. To gauge this, students were asked if teachers knew their content (81% positive), if information was presented clearly (70% positive), and how much they have learned from their teacher this year (70%) positive. In addition, 73% of students felt they had positive relationships with their teachers. Overall, 77% of students said their teacher was respectful and 68% said teachers created an environment for students to demonstrate respect to their

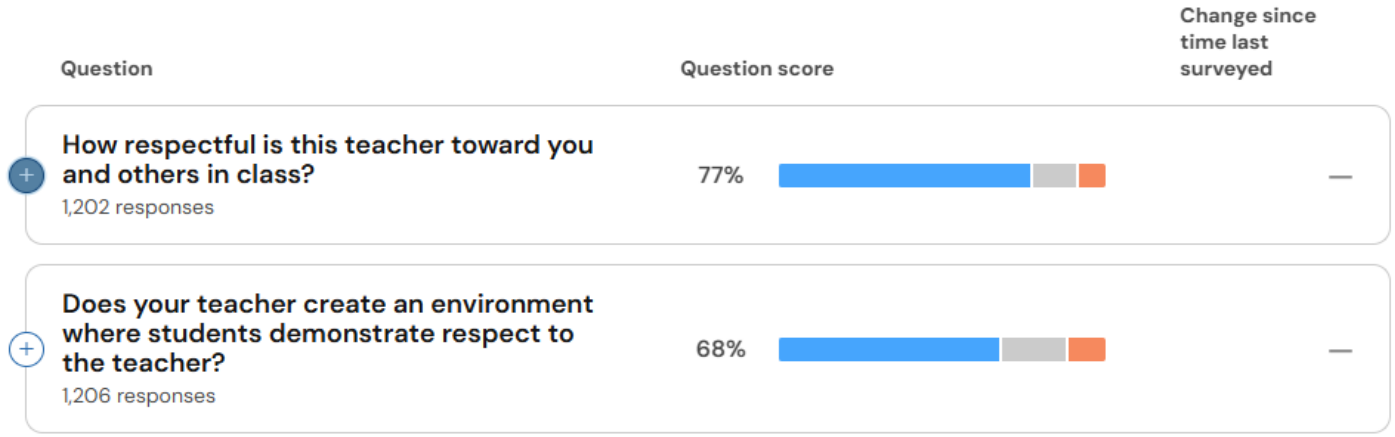
teacher. As reference in other sections of this plan, students identified Classroom Engagement as the biggest area for growth with just 55% responding favorably.

1,207 responses | Show breakdown

Surveyed Topics

Topics	Score	Change since last surveyed	Compared to district
Pedagogical Effectiveness	74%	—	— 2
Classroom Teacher-Student Relationships	73%	—	+ 1
Classroom Management	65%	—	— 4
Classroom Rigorous Expectations	63%	—	— 1
Teaching Efficacy	62%	—	— 2
Classroom Engagement	55%	—	— 2





Perceptions Strengths

Perception data from students, parents, and staff indicate that Hutto High School maintains a positive and supportive school climate with strong relationships among stakeholders. Parent survey results suggest that foundational communication systems are effective, with approximately 95% of parents reporting that they feel informed at least sometimes and 86% indicating they are comfortable communicating with teachers. Family engagement is also a strength, with nearly three-fourths of parents reporting participation in school activities or events.

Staff perception data reflect a strong sense of campus safety, with 93% of faculty reporting that they feel safe at school. Additionally, faculty responses showed improvement across multiple areas, including a significant increase in satisfaction with professional learning opportunities and continued growth in perceptions of feedback and coaching. These trends suggest that campus efforts to support staff development and continuous improvement are having a positive impact.

Student survey results highlight strong relationships between students and teachers. Nearly three-fourths of students reported positive relationships with their teachers and viewed instruction favorably, with students indicating that teachers demonstrate strong content knowledge, communicate learning clearly, and contribute meaningfully to student learning. Students also reported high levels of respect within classrooms, reflecting a culture where positive interactions and supportive learning environments are valued.

Collectively, these findings demonstrate that Hutto High School benefits from strong student-teacher relationships, a safe learning environment, improving staff support systems, and communication structures that foster engagement among families and the school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education.
Root Cause: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.

Problem Statement 2 (Prioritized): Family engagement opportunities are not accessible or flexible enough to fully engage all families in the school community. 27% of parents report rare or no involvement in the school community. Parents say meeting times and lack of virtual options are barriers to their participation.
Root Cause: Family engagement opportunities have traditionally relied on limited formats, schedules, and delivery methods, reducing participation among families with work, transportation, childcare, or scheduling constraints.

Problem Statement 3 (Prioritized): Staff perceptions of personal well-being and instructional support indicate a need for continued growth in systems that sustain employee effectiveness and morale. Only 65% of staff responded favorably regarding personal well-being. Feedback and coaching favorable responses remain at 59%, despite improvement.
Root Cause: Rapid campus growth, increasing job demands, and inconsistent implementation of coaching and support structures have limited the campus's ability to fully meet staff needs related to professional growth, workload management, and overall well-being.

Priority Problem Statements

Problem Statement 1: Performance on ELA II EOC's, particularly in the percentage of students achieving Masters, is not meeting campus expectations.

Root Cause 1: The rigor expected in honors courses has not been elevated and maintained in ELA II. Observation data shows the same lessons and expectations in honors and on-level courses.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: A lower percentage of students from historically underserved demographic groups are completing CCMR-aligned pathways such as dual credit, industry certifications, military enlistment, or college readiness benchmarks.

Root Cause 2: Awareness of CCMR opportunities and proactive student monitoring systems have not been consistently implemented early enough to ensure equitable participation across all demographic groups.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes.

Root Cause 3: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations.

Root Cause 4: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Hutto High School has seen a large percentage of tested students failing to score a 3 or greater on Advanced Placement exams.

Root Cause 5: The campus has an opportunity to strengthen alignment between AP instruction and College Board expectations by increasing the rigor of learning experiences and fostering a shared belief in students' ability to succeed in challenging coursework. Establishing consistently high expectations across all AP courses will better support students in achieving success on AP exams.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Staff perceptions of personal well-being and instructional support indicate a need for continued growth in systems that sustain employee effectiveness and morale. Only 65% of staff responded favorably regarding personal well-being. Feedback and coaching favorable responses remain at 59%, despite improvement.

Root Cause 6: Rapid campus growth, increasing job demands, and inconsistent implementation of coaching and support structures have limited the campus's ability to fully meet

staff needs related to professional growth, workload management, and overall well-being.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education.

Root Cause 7: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Family engagement opportunities are not accessible or flexible enough to fully engage all families in the school community. 27% of parents report rare or no involvement in the school community. Parents say meeting times and lack of virtual options are barriers to their participation.

Root Cause 8: Family engagement opportunities have traditionally relied on limited formats, schedules, and delivery methods, reducing participation among families with work, transportation, childcare, or scheduling constraints.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Panorama survey results indicate that a majority of teachers do not perceive campus professional learning opportunities as meaningful or impactful to their instructional practice, limiting the effectiveness of professional development as a tool for continuous improvement.

Root Cause 9: Professional learning opportunities are not consistently differentiated based on teacher needs, content-specific priorities, experience levels, or instructional challenges, resulting in reduced relevance and applicability to classroom practice.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- 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 Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Texas Success Initiative (TSI) data

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility/stability rate, including longitudinal 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
- Mobility/stability rate, including longitudinal data

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
- Equity data
- T-TESS data
- T-PESS data
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Revised/Approved: June 12, 2026

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 1: Student achievement at Meets Grade Level standard or above on STAAR EOC in all subjects (Domain 1) will increase by 5%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Use the observation and feedback process to conduct regular classroom observations to ensure that all courses maintain rigorous expectations. A district rubric based on T-TESS will be used to provide feedback to staff. **Strategy's Expected Result/Impact:** Teachers will receive actionable feedback that may assist in improving practices. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hutto High School will implement specific curriculums in math (Bluebonnet, Carnegie, Springboard), science (McGraw Hill) and language arts (Springboard) to improve student numeracy and literacy. **Strategy's Expected Result/Impact:** Students will be exposed daily to High Quality Instructional Materials that will support skills and performance. **Staff Responsible for Monitoring:** Teachers, Campus Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Hutto High School will train all teachers in effective use of the Power 6 and will document effective use through Observation and Feedback. (Power 6: 1. Framing the Lesson (Open) 2. Turn and Learn 3. Student At-Bats 4. Academic Monitoring 5. Exemplar Utilized 6. Pacing (Closure)) **Strategy's Expected Result/Impact:** Students will have more opportunities to demonstrate understanding while teachers are able to track student growth **Staff Responsible for Monitoring:** Teachers, Campus Administration, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: ECHS will implement a comprehensive English II support system that may include, but is not limited to, focused note-taking, goal-setting and reflection, Socratic Seminars, study-skills instruction, organizational strategies, career planning, mentoring, peer tutoring, and targeted STAAR-aligned interventions to support student achievement and college readiness. **Strategy's Expected Result/Impact:** Students will demonstrate improved academic behaviors, increased engagement in rigorous learning experiences, greater participation in academic support opportunities, improved performance on formative and benchmark assessments, enhanced ownership of learning, and increased college readiness, resulting in higher levels of achievement on the English II STAAR EOC. **Staff Responsible for Monitoring:** ECHS Principal, ECHS Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Hutto High School has seen a large percentage of tested students failing to score a 3 or greater on Advanced Placement exams. **Root Cause**: The campus has an opportunity to strengthen alignment between AP instruction and College Board expectations by increasing the rigor of learning experiences and fostering a shared belief in students' ability to succeed in challenging coursework. Establishing consistently high expectations across all AP courses will better support students in achieving success on AP exams.
Problem Statement 2: Performance on ELA II EOC's, particularly in the percentage of students achieving Masters, is not meeting campus expectations. **Root Cause**: The rigor expected in honors courses has not been elevated and maintained in ELA II. Observation data shows the same lessons and expectations in honors and on-level courses.
School Processes & Programs
Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

School Processes & Programs

Problem Statement 2: Panorama survey results indicate that a majority of teachers do not perceive campus professional learning opportunities as meaningful or impactful to their instructional practice, limiting the effectiveness of professional development as a tool for continuous improvement. **Root Cause**: Professional learning opportunities are not consistently differentiated based on teacher needs, content-specific priorities, experience levels, or instructional challenges, resulting in reduced relevance and applicability to classroom practice.

Perceptions

Problem Statement 3: Staff perceptions of personal well-being and instructional support indicate a need for continued growth in systems that sustain employee effectiveness and morale. Only 65% of staff responded favorably regarding personal well-being. Feedback and coaching favorable responses remain at 59%, despite improvement. **Root Cause**: Rapid campus growth, increasing job demands, and inconsistent implementation of coaching and support structures have limited the campus's ability to fully meet staff needs related to professional growth, workload management, and overall well-being.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 2: Hutto High School will implement effective intervention strategies to support strong Tier I instruction.

HB3 Goal

Evaluation Data Sources: Observation and Feedback Documentation
T-TESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Hutto High School will offer intervention Algebra I and Biology courses. **Strategy's Expected Result/Impact:** Students who do not previously demonstrate success will receive support that allows them to build skills necessary for success. **Staff Responsible for Monitoring:** Administration Team, Counselors, Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students receiving Special Education services will have accommodations and supports tracked to ensure student supports are being implemented. **Strategy's Expected Result/Impact:** Special Education students will received appropriate accommodations that allow them to be successful and demonstrate knowledge. **Staff Responsible for Monitoring:** Campus Administration, Case Managers, Teachers, Dean of Student Support **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 2 - Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Teachers will utilize data to plan for and implement small group instruction 1-2 times per week. **Strategy's Expected Result/Impact:** Identified students will receive Tier II support to strengthen areas of need **Staff Responsible for Monitoring:** Teachers, Campus Administration, Instructional Coach **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: ECHS will implement a comprehensive English II support system that may include, but is not limited to, focused note-taking, goal-setting and reflection, Socratic Seminars, small-group instruction, study-skills instruction, organizational strategies, career planning, mentoring, peer tutoring, and targeted STAAR-aligned interventions. **Strategy's Expected Result/Impact:** Students will demonstrate improved academic behaviors, increased engagement, greater ownership of learning, and improved performance on formative and benchmark assessments, resulting in increased college readiness and higher achievement on the English II STAAR EOC. **Staff Responsible for Monitoring:** ECHS Principal, ECHS Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A lower percentage of students from historically underserved demographic groups are completing CCMR-aligned pathways such as dual credit, industry certifications, military enlistment, or college readiness benchmarks. **Root Cause**: Awareness of CCMR opportunities and proactive student monitoring systems have not been consistently implemented early enough to ensure equitable participation across all demographic groups.

Demographics

Problem Statement 2: Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes. **Root Cause**: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.

Student Learning

Problem Statement 2: Performance on ELA II EOC's, particularly in the percentage of students achieving Masters, is not meeting campus expectations. **Root Cause**: The rigor expected in honors courses has not been elevated and maintained in ELA II. Observation data shows the same lessons and expectations in honors and on-level courses.

School Processes & Programs

Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 3: The percentage of students who meet projected growth on grade-level screeners in reading and mathematics will increase 3% across all screeners.

HB3 Goal

Evaluation Data Sources: NWEA MAP (Reading goal = 64%, Math goal = 57%)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Utilize formative assessments to identify gaps in student understanding and adjust instruction accordingly. This will include NWEA Maps assessments delivered throughout the school year. Teachers should analyze assessment data weekly using the DDI process to tailor instruction to meet the needs of students. **Strategy's Expected Result/Impact:** Documented growth across all content areas **Staff Responsible for Monitoring:** Teachers, Campus Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Performance on ELA II EOC's, particularly in the percentage of students achieving Masters, is not meeting campus expectations. **Root Cause**: The rigor expected in honors courses has not been elevated and maintained in ELA II. Observation data shows the same lessons and expectations in honors and on-level courses.

Goal 1: Increase the percentage of students meeting grade-level expectations.

Performance Objective 4: The percentage of graduating seniors obtaining their CCMR indicator will be above 90%.

Evaluation Data Sources: 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 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Advanced courses (Dual Credit, Advanced Placement) will be available to 100% of students with appropriate pre-requisites. **Strategy's Expected Result/Impact:** All students can challenge themselves with coursework that could provide college credit. **Staff Responsible for Monitoring:** Counselors, Campus Administrators, Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students will have a variety of options to earn their CCMR indicator. (TSI testing, SAT Testing, Dual Credit, Advanced Placement, CTE Pathways) **Strategy's Expected Result/Impact:** Students will be able to earn CCMR indicators their sophomore, junior and senior years. **Staff Responsible for Monitoring:** Counselors, Campus Administration **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1 - Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: A lower percentage of students from historically underserved demographic groups are completing CCMR-aligned pathways such as dual credit, industry certifications, military enlistment, or college readiness benchmarks. **Root Cause**: Awareness of CCMR opportunities and proactive student monitoring systems have not been consistently implemented early enough to ensure equitable participation across all demographic groups.
Student Learning
Problem Statement 1: Hutto High School has seen a large percentage of tested students failing to score a 3 or greater on Advanced Placement exams. **Root Cause**: The campus has an opportunity to strengthen alignment between AP instruction and College Board expectations by increasing the rigor of learning experiences and fostering a shared belief in students' ability to succeed in challenging coursework. Establishing consistently high expectations across all AP courses will better support students in achieving success on AP exams.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 1: Retain teachers achieving 80% student growth or higher.

Evaluation Data Sources: Retention/resignation data, Screener data (MAP, mCLASS, Circle), Stay surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Include teachers in the feedback and planning process for professional development and master schedule. **Strategy's Expected Result/Impact:** Increase teacher support throughout the year and implement professional development based on teacher feedback. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** School Processes & Programs 2 - Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Mental health supports will be available to staff on an anonymous basis. **Strategy's Expected Result/Impact:** Staff will have outside sources to talk to regarding any mental health concerns, whether they be work-related or personal. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Hutto High School will expand the opportunities for teachers to obtain compensation through Teacher Incentive Allotment. **Strategy's Expected Result/Impact:** Teachers will earn TIA and increased compensation will improve teacher effectiveness **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 2 - Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Panorama survey results indicate that a majority of teachers do not perceive campus professional learning opportunities as meaningful or impactful to their instructional practice, limiting the effectiveness of professional development as a tool for continuous improvement. **Root Cause**: Professional learning opportunities are not consistently differentiated based on teacher needs, content-specific priorities, experience levels, or instructional challenges, resulting in reduced relevance and applicability to classroom practice.

Perceptions
Problem Statement 3: Staff perceptions of personal well-being and instructional support indicate a need for continued growth in systems that sustain employee effectiveness and morale. Only 65% of staff responded favorably regarding personal well-being. Feedback and coaching favorable responses remain at 59%, despite improvement. **Root Cause**: Rapid campus growth, increasing job demands, and inconsistent implementation of coaching and support structures have limited the campus's ability to fully meet staff needs related to professional growth, workload management, and overall well-being.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 2: Increase the percentage of new teacher hires identified as highly qualified according to TEA data or TEA designation.

Evaluation Data Sources: New-hire highly qualified status per TEA data; TIA data (student growth measures); staff retention data; certification data; employee satisfaction/ culture survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: New to profession teachers (0-1 year experience) will receive a mentor and new to district teachers will receive a buddy for the 2026-2027 school year. **Strategy's Expected Result/Impact:** Teachers will have support and someone to easily assist with procedures and expectations involved with the profession. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hutto High School will prioritize hiring certified candidates for hard-to-fill and high-need vacancies. **Strategy's Expected Result/Impact:** Qualified teachers will provide instruction to students in areas of certification **Staff Responsible for Monitoring:** Principal, Administration Team **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Perceptions 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 3: Staff perceptions of personal well-being and instructional support indicate a need for continued growth in systems that sustain employee effectiveness and morale. Only 65% of staff responded favorably regarding personal well-being. Feedback and coaching favorable responses remain at 59%, despite improvement. **Root Cause**: Rapid campus growth, increasing job demands, and inconsistent implementation of coaching and support structures have limited the campus's ability to fully meet staff needs related to professional growth, workload management, and overall well-being.

Goal 2: Expand strategies that attract and retain high-performing talent.

Performance Objective 3: Increase administrative T-TESS calibration, as measured by the TEA TIA data calibration R-Squared value, from a baseline of .16 to a target of .24 for the 2026-2027 school year.

Evaluation Data Sources: TEA TIA data calibration report (R-Squared value); calibration walk documentation; Learning Walk data aligned to T-TESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Campus administration will calendar and perform T-TESS calibration walks three times per grading period as a team. **Strategy's Expected Result/Impact:** Administrators will debrief and discuss ratings based on the same observation in order to calibrate T-TESS. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Campus administrators will discuss observation and feedback and develop action plans in weekly administration meetings. **Strategy's Expected Result/Impact:** Campus administration will identify teachers in need of support and develop plans for assisting those teachers. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Staff perceptions of personal well-being and instructional support indicate a need for continued growth in systems that sustain employee effectiveness and morale. Only 65% of staff responded favorably regarding personal well-being. Feedback and coaching favorable responses remain at 59%, despite improvement. **Root Cause**: Rapid campus growth, increasing job demands, and inconsistent implementation of coaching and support structures have limited the campus's ability to fully meet staff needs related to professional growth, workload management, and overall well-being.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the percentage of parents responding favorably in regards to their involvement and perception of Hutto High School to over 80%.

Evaluation Data Sources: Fall and Spring Parent Perception Survey (response rate and positive-response percentage)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Hutto High School will host different activities for parents throughout the school year to increase involvement on campus. **Strategy's Expected Result/Impact:** Parents will be involved and feel invited to participate with their students on campus. **Staff Responsible for Monitoring:** Campus Administration, Counselors **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hutto High School will have a communication plan that outlines expectations in regards to parent contact from teachers and the campus. **Strategy's Expected Result/Impact:** Teachers and campus leaders will fully understand how and when to communicate with appropriate stakeholders. **Staff Responsible for Monitoring:** Campus Administration, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: ECHS will create and implement an Early College High School Advisory Board composed of parents, students, higher education partners, business and community leaders, and campus staff to strengthen stakeholder engagement, foster two-way communication, and support continuous improvement of ECHS programs and services. **Strategy's Expected Result/Impact:** Increased stakeholder collaboration, communication, and engagement will lead to improved parent awareness, involvement, and confidence in ECHS. **Staff Responsible for Monitoring:** ECHS Principal, Counselors, ECHS Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: In-person presentations will be made available virtually for parents to access and obtain information. **Strategy's Expected Result/Impact:** Stakeholders will have access to information delivered from meetings they were unable to attend. **Staff Responsible for Monitoring:** Administration Team, Counselors **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes. **Root Cause**: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.

School Processes & Programs

Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

Perceptions

Problem Statement 1: Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education. **Root Cause**: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.

Problem Statement 2: Family engagement opportunities are not accessible or flexible enough to fully engage all families in the school community. 27% of parents report rare or no involvement in the school community. Parents say meeting times and lack of virtual options are barriers to their participation. **Root Cause**: Family engagement opportunities have traditionally relied on limited formats, schedules, and delivery methods, reducing participation among families with work, transportation, childcare, or scheduling constraints.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: Increase the percentage of students who respond favorably to Classroom Engagement on the Student Experience Survey for the 2026-2027 school year to 65%.

Evaluation Data Sources: Student experience survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Hutto High School will start a new leadership academy with student leaders to provide feedback on various topics, including classroom experiences. **Strategy's Expected Result/Impact:** Campus leadership will receive input from students in regards to their perceptions on campus. **Staff Responsible for Monitoring:** Campus Administration, Leadership Sponsor **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hutto High School will implement a middle-of-year student survey **Strategy's Expected Result/Impact:** Campus leadership will receive feedback from students in regards to the start of the school year and opportunities for improvement. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1, 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: ECHS will create and implement a Student Ambassador Program that empowers students to serve as representatives of the Early College High School, promote ECHS opportunities, provide student voice and feedback, and collaborate with campus leadership to ensure the interests and needs of ECHS students are represented and incorporated within the Hutto High School learning community. **Strategy's Expected Result/Impact:** Students will demonstrate increased engagement, leadership, and connection to the school community through active participation in the Student Ambassador Program. Enhanced student voice, advocacy, and communication will contribute to improved classroom engagement and a stronger sense of belonging. **Staff Responsible for Monitoring:** ECHS Principal, Counselors, ECHS Teachers **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1 - Perceptions 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: A lower percentage of students from historically underserved demographic groups are completing CCMR-aligned pathways such as dual credit, industry certifications, military enlistment, or college readiness benchmarks. **Root Cause**: Awareness of CCMR opportunities and proactive student monitoring systems have not been consistently implemented early enough to ensure equitable participation across all demographic groups.
Problem Statement 2: Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes. **Root Cause**: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.

School Processes & Programs
Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

Perceptions

Problem Statement 1: Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education. **Root Cause**: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.

Problem Statement 2: Family engagement opportunities are not accessible or flexible enough to fully engage all families in the school community. 27% of parents report rare or no involvement in the school community. Parents say meeting times and lack of virtual options are barriers to their participation. **Root Cause**: Family engagement opportunities have traditionally relied on limited formats, schedules, and delivery methods, reducing participation among families with work, transportation, childcare, or scheduling constraints.

Goal 4: Optimize resources to achieve student outcomes.

Performance Objective 1: Hutto High School will improve the Average Daily Attendance percentage to 94% in 2026-2027, up from 92.24% in 2025-2026.

High Priority

Evaluation Data Sources: End-of-Year Average Daily Attendance Record

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Regular communication will go out to families of students with attendance concerns every grading period. **Strategy's Expected Result/Impact:** Attendance will increase as families will be more informed in regards to attendance expectations and outcomes. **Staff Responsible for Monitoring:** Grade-level Assistant Principals, Attendance Clerks, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hutto High School administration will use a variety of strategies to target and inform students with attendance concerns. This will include attendance contracts, parent meetings, Attendance 101 and truancy filings. **Strategy's Expected Result/Impact:** Average Daily Attendance will be improved from 2025-2026 **Staff Responsible for Monitoring:** Campus Administration, Attendance Clerks **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes. **Root Cause**: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.

School Processes & Programs

Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

Perceptions

Problem Statement 1: Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education. **Root Cause**: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.

Goal 4: Optimize resources to achieve student outcomes.

Performance Objective 2: Hutto High School will implement transition and engagement activities to support ECHS students and incoming sophomores in developing a strong sense of belonging and connection to the Hutto High School learning community.

Evaluation Data Sources: Events will be calendared on the campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Hutto High School will host an open house specifically for new-to-campus students. **Strategy's Expected Result/Impact:** Students will feel comfortable with their schedules, know where their classes are and get to meet their teachers. **Staff Responsible for Monitoring:** Campus Administration, Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Hutto High School will host an assembly for incoming sophomores and new ECHS students the first week of school. **Strategy's Expected Result/Impact:** Students will be informed in regards to campus expectations, procedures and policies. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: All incoming sophomore students will be provided a guided tour of the campus within the first week of school opening. **Strategy's Expected Result/Impact:** Students will know where to go on campus for particular needs. (Lunch, Nurse, Attendance, Office, Gym, etc...) **Staff Responsible for Monitoring:** Sophomore Assistant Principal, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes. **Root Cause**: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.
School Processes & Programs
Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.
Perceptions
Problem Statement 1: Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education. **Root Cause**: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.
Problem Statement 2: Family engagement opportunities are not accessible or flexible enough to fully engage all families in the school community. 27% of parents report rare or no involvement in the school community. Parents say meeting times and lack of virtual options are barriers to their participation. **Root Cause**: Family engagement opportunities have traditionally relied on limited formats, schedules, and delivery methods, reducing participation among families with work, transportation, childcare, or scheduling constraints.

Goal 4: Optimize resources to achieve student outcomes.

Performance Objective 3: Hutto High School will implement Positive Behavior Intervention Supports throughout the school year.

Evaluation Data Sources: Behavior referrals, academic growth

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Hutto High School will implement Positive Behavior Referrals in the 2026-2027 school year **Strategy's Expected Result/Impact:** Students will be recognized for their positive impact on campus and parents will be informed of these positive acts. **Staff Responsible for Monitoring:** Teachers, Campus Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students will be recognized for their academic achievements each grading period. This will include hallway recognitions and end-of-year awards. **Strategy's Expected Result/Impact:** Student morale will increase as they are recognized for their hard work. **Staff Responsible for Monitoring:** Counselors, Campus Administration, Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Hutto High School will continue to promote and implement the Hippo Way strategies for being respectful, responsible and safe. **Strategy's Expected Result/Impact:** Strategies will promote a positive culture on campus, resulting in positive referrals and a reduction in ISS placements. **Staff Responsible for Monitoring:** Principal, Administration Team **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Attendance data reveals disproportionate absenteeism rates among specific student populations, including economically disadvantaged, emergent bilingual, and at-risk students, contributing to unequal academic outcomes. **Root Cause**: Barriers related to transportation, family obligations, access to resources, and consistent school-home communication have impacted regular school attendance for targeted student groups.
School Processes & Programs
Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.
Perceptions
Problem Statement 1: Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education. **Root Cause**: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.
Problem Statement 2: Family engagement opportunities are not accessible or flexible enough to fully engage all families in the school community. 27% of parents report rare or no involvement in the school community. Parents say meeting times and lack of virtual options are barriers to their participation. **Root Cause**: Family engagement opportunities have traditionally relied on limited formats, schedules, and delivery methods, reducing participation among families with work, transportation, childcare, or scheduling constraints.

Goal 4: Optimize resources to achieve student outcomes.

Performance Objective 4: Hutto High School will utilize systems to improve and encourage positive student outcomes.

Evaluation Data Sources: Minga data reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Student tardies will be tracked each period through Minga and communication will be sent to parents when students reach pre-determined markers. **Strategy's Expected Result/Impact:** Parents will automatically be informed of concerning behavior. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will be able to utilize Minga to track behaviors and immediately communicate those behaviors with parents. These can be positive (Positive Behavior Referrals) or negative behaviors (Student Refusal to Work,) **Strategy's Expected Result/Impact:** Parents will be immediately informed when their student is having a good day or a bad day in class. **Staff Responsible for Monitoring:** Teachers, Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **Problem Statements:** School Processes & Programs 1 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Student attendance and academic performance data indicate that a significant number of students are not consistently engaged in the learning process, suggesting a disconnect between their educational experiences and the perceived relevance of coursework to their personal goals, interests, and future aspirations. **Root Cause**: Instructional practices and learning experiences may not consistently provide meaningful relevance, active engagement, student ownership, and real-world connections that help students recognize the value of their coursework and remain invested in their academic success. This includes limited real-world connections and inconsistent implementation of student-centered instructional strategies.

Perceptions

Problem Statement 1: Inconsistent and ineffective communication systems are reducing parent trust and clarity. Only 79% of parents feel they have been invited to campus, 15% feel the school is not transparent and 23% report not feeling valued as a partner in their child's education. **Root Cause**: The campus lacks a clearly defined and consistently implemented communication framework that establishes expectations for timely, transparent, and proactive engagement with families. As a result, communication practices vary across departments and staff members, leading to inconsistent messaging, reduced parent trust, and diminished perceptions of partnership in student success.

State Compensatory

Budget for Hutto High School

Total SCE Funds: $165,009.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Child Abuse and Neglect	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Coordinated Health Program	Chris Zito	11/4/2025	Audrey Corporon	9/15/2026
Technology Integration	Kelly Hong	11/4/2025	Audrey Corporon	9/15/2026
Decision-Making and Planning Policy Evaluation	Jason McAuliffe	5/25/2023	Audrey Corporon	9/15/2026
Disciplinary Alternative Education Program (DAEP)	Kyle Ruggirello	11/16/2023	Audrey Corporon	9/15/2026
Dropout Prevention	Elva Torres	11/4/2025	Audrey Corporon	9/15/2026
Dyslexia Treatment Program	Victoria Linzenmeyer	11/4/2025	Audrey Corporon	9/15/2026
Title I, Part C Migrant	Elva S. Torres	11/4/2025	Audrey Corporon	9/15/2026
Pregnancy Related Services	Kyle Ruggirello	4/1/2005	Audrey Corporon	9/15/2026
Post-Secondary Preparedness	Tonesha Holland	11/4/2025	Audrey Corporon	9/15/2026
Recruiting Teachers and Paraprofessionals	Gaye Rosser	1/25/2024	Audrey Corporon	9/15/2026
Student Welfare: Crisis Intervention Programs and Training	Kyle Ruggirello	5/25/2023	Audrey Corporon	9/15/2026
Student Welfare: Discipline/Conflict/Violence Management	Kyle Ruggirello	2/26/2026	Audrey Corporon	9/15/2026
Texas Behavior Support Initiative (TBSI)	Kyle Ruggirello		Audrey Corporon	9/15/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief William Edwards	2/26/2026	Audrey Corporon	9/15/2026