Hutto Independent School District

Veteran's Hill Elementary School

2026-2027 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
School Processes & Programs 8
Perceptions 10
Priority Problem Statements 12
Comprehensive Needs Assessment Data Documentation 14
Goals 15
Goal 1: Increase the percentage of students meeting grade-level expectations. 15
Goal 2: Expand strategies that attract and retain high-performing talent. 22
Goal 3: Establish strategic partnerships to mobilize collective impact. 28
Goal 4: Optimize financial resources to achieve student outcomes. 32
Title I 35
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 35
1.1: Description of CNA Process 35
1.2: Location for Evidence of Multiple Meetings Held 35
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 35
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 35
2.2: Stakeholders 1114(b)(2) 36
2.3: Description of Plan Availability, Format, and Language 1114(b)(4) 36
2.5: Statutorily Required Descriptions 1114(b)(7)(A) 36
3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 36
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation 36
Campus Funding Summary 38
Policies, Procedures, and Requirements 40

Comprehensive Needs Assessment

Revised/Approved: April 6, 2026

Demographics

Demographics Summary

Veterans' Hill Elementary is a diverse, multilingual neighborhood elementary school that opened in 2008 and serves a global community within a rapidly growing district. The campus offers open enrollment and provides both one-way and two-way Dual Language programming. The demographic profile reflects a student population with varied cultural, linguistic, academic, and social needs, including a significant population of Emergent Bilingual and economically disadvantaged students as well as students receiving Special Education, Gifted and Talented, at-risk, and other specialized services. The diversity of the campus is also reflected in the number of languages spoken by students and families. One of the most significant demographic factors identified through the needs assessment is student mobility. Approximately 30% of the student population has experienced mobility since the beginning of the school year, meaning that a substantial number of students enter or leave Veterans' Hill after instruction, intervention cycles, classroom routines, and campus expectations have already been established. The campus has some transition supports in place, including classroom ambassadors in some classrooms and student ambassadors in grades 3–5, but the high rate of mobility has implications for instructional continuity, intervention, assessment, attendance, behavior, and students' sense of belonging. The campus currently has an average class size of approximately 19 students, providing an opportunity for teachers to know students individually while also requiring intentional differentiation to address the wide range of student needs present within classrooms.

The demographic analysis also revealed important patterns related to equitable access to programs and alignment of staffing to student needs. Although Special Education and at-risk representation were identified as relatively representative of the overall student population, the committee identified disproportionate representation within other specialized programs. In particular, Hispanic and African American students are underrepresented in Gifted and Talented programming. One example documented in the needs assessment shows that African American students represent approximately 13% of the overall campus population but only 6% of students identified for Gifted and Talented services, prompting questions about referral processes, identification practices, and staff training. Staffing data also warrant continued attention: 10 of 47 teachers are identified as uncertified, while the Processes and Programs analysis notes that 82 students are currently served by a teacher without ESL certification. Campus environmental data further indicate an increase in discipline concerns, including a higher number of referrals, ISS, OSS, and DAEP placements this year. The committee recognized that student removal from the instructional environment affects not only the student receiving the consequence but can also disrupt access to instruction for peers. Attendance trends have fluctuated over time, and current attendance responses include registrar attendance letters, teacher outreach when students are absent for two or more days, and periodic perfect-attendance recognition. Taken together, the demographic data indicate that Veterans' Hill serves an increasingly complex and diverse student population and must continually examine whether staffing, program access, attendance systems, behavioral supports, and intervention structures are responsive to the students currently being

Demographics Strengths

A major demographic strength of Veterans' Hill Elementary is the diversity of its students and families and the range of programs already established to serve that diversity. The campus describes itself as a multilingual and global community in which students bring unique strengths, experiences, languages, cultures, and learning journeys. One-way and two-way Dual Language programming provides an important structure for supporting linguistic diversity, while Special Education, Gifted and Talented, Emergent Bilingual, at-risk, and other specialized services provide multiple avenues for responding to individual student needs. The demographic analysis identified relatively accurate representation within Special Education and among at-risk students, high overall participation in Gifted and Talented programming, and a high number of languages represented within the school community. The campus also has an opportunity to leverage its military-connected identity and the diversity represented by students and families as assets in strengthening belonging and community engagement. Existing classroom and student ambassador practices demonstrate that staff members have already developed strategies for welcoming students who enter during the year. These existing structures provide a strong starting point for developing a more systematic approach to supporting the campus's highly mobile population.

The campus also demonstrates an important strength in its willingness to examine demographic information through an equity lens rather than simply reporting enrollment numbers. The committee specifically considered whether student groups are proportionately represented in specialized programs, whether the strongest teachers are serving the highest-need students, which groups experience the greatest attendance and discipline concerns, and whether intervention staffing is based on student need. This approach positions demographic information as actionable data that can inform staffing, instructional programming, professional development, intervention, and resource allocation. Veterans' Hill also involves multiple stakeholder groups in the improvement process, including parents, community members, government officials, and current students. This creates an opportunity for campus improvement decisions to reflect the experiences of the people the school serves rather than relying solely on administrative perspectives.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent bilingual students who are not Spanish-speaking represent a small but underrepresented subgroup on campus, with limited access to targeted language supports as evidenced by a lack of differentiated resources and consistent instructional services across grades K-5.
Root Cause: Campus resources, PD on EB's, and limited targeted supports and instructional strategies for students who speak other languages.

Problem Statement 2 (Prioritized): There is a need for more consistent and effective use of data to monitor student progress and adjust instruction in a timely manner, particularly for underperforming students groups
Root Cause: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Problem Statement 3 (Prioritized): Student behavior referrals have increased across grades K-5, resulting in lost instructional time and disruptions to the learning environment.
Root Cause: Inconsistent implementation of campus-wide behavior expectations and systems, along with limited ongoing staff training and alignment, is leading to increased student behavior issues and loss of instructional time.

Student Learning

Student Learning Summary

Student learning data demonstrate that Veterans' Hill has areas of solid overall academic performance while also revealing significant differences in growth across content areas, achievement levels, grade levels, and student groups. The committee identified overall STAAR performance as approximately five percentage points above both the state and district, indicating that many students are successfully accessing grade-level instruction. Reading and mathematics demonstrate positive progress overall, while science performance is lower across achievement categories and requires increased instructional attention. Another important pattern is that students performing at the Meets level are not consistently demonstrating growth, suggesting that instructional response cannot focus exclusively on students performing below grade level. Students who have already reached grade-level expectations also require intentional acceleration and extension if the campus is to increase the percentage of students progressing toward Masters. MAP Growth data provide additional evidence of differing patterns by content area: students identified as striving are demonstrating positive growth in mathematics, while reading growth is characterized as moderate. The overall picture therefore reflects a campus where students are learning, but the rate and magnitude of growth are not yet consistent across subjects or achievement levels.

Early literacy data reinforce the need to examine student growth across the entire elementary continuum rather than waiting until students reach STAAR-tested grades. MCLASS data identify decreases between beginning-of-year and middle-of-year performance in kindergarten, a decrease in students performing at the highest level in second grade, and movement out of the lowest performance range from first to second grade. MAP data for PreK–3 indicate stronger growth in mathematics than in reading, while the committee also identified a decline in performance during the transition from third to fourth grade. The campus currently predicts that approximately 60% of students will be reading on grade level at the beginning of third grade, indicating that a substantial group may enter the intermediate grades requiring continued literacy support. TELPAS information similarly reveals differences by language domain, with stronger student performance in speaking and writing identified as an area of need. These findings indicate that early literacy, academic language, and vertical alignment require continued attention so that students develop the foundational skills necessary for success as academic demands increase across grade levels.

Disaggregated student performance data identify particularly important concerns for students receiving Special Education services and African American students. Students receiving Special Education services have not demonstrated the same level of academic growth as other student groups, particularly in reading and mathematics. Although students receive resource support, the committee concluded that the current model is not producing a significant enough impact on STAAR outcomes. This raises questions regarding the alignment between core instruction, resource instruction, accommodations, intervention, and progress monitoring. African American students are similarly demonstrating limited growth compared with other student groups and continue to perform below campus averages in several tested subjects, particularly reading and mathematics. While overall campus reading and mathematics performance has gradually improved compared with previous STAAR results, the growth of these student groups has not kept pace with overall campus improvement. Consequently, improvement in campus averages alone will not be sufficient; the campus will need to examine whether instructional practices and intervention systems are producing equitable growth for individual student groups.

Veterans' Hill currently uses multiple data sources and intervention structures to identify and support struggling learners. These include WIN time, MAP Growth, Amira, MCLASS, module and unit assessments, STEMscopes assessments, small-group instruction, and other classroom data. The committee identified student identification as a relative strength but noted that Tier 2 implementation needs greater structure and consistency across classrooms. Intervention students are demonstrating progress, but the committee noted that they are generally not closing a full year of academic gaps within one year. Reteaching is another area requiring a more systematic approach. Teachers currently provide opportunities to make up missed learning through small groups and intervention time, but limited instructional time makes implementation inconsistent. The committee identified the need for a structured reteach block that could support students who were absent as well as students who did not demonstrate mastery during initial instruction. Overall, the student learning data suggest that Veterans' Hill has the assessments and initial structures necessary to identify student needs; the next level of work is ensuring that instructional response, intervention, reteaching, acceleration, and progress monitoring consistently result in measurable student growth.

Student Learning Strengths

Veterans' Hill demonstrates an important academic strength in overall performance and in its ability to identify student needs through multiple sources of evidence. STAAR

performance was identified as approximately five percentage points above state and district performance overall, and reading and mathematics continue to demonstrate positive progress. Mathematics growth is particularly encouraging among students who are currently striving, suggesting that existing mathematics instruction and intervention practices are producing growth for students who have not yet reached higher levels of achievement. The campus is also seeing gradual improvement in reading and mathematics compared with previous STAAR performance. These results demonstrate that students can make meaningful academic gains when instruction, intervention, and student need are aligned.

Another significant strength is the campus's established data infrastructure. Teachers and teams have access to state assessments, universal screeners, diagnostic information, curriculum-based assessments, and classroom evidence through STAAR, MAP Growth, MCLASS, Amira, module and unit assessments, STEMscopes, and other instructional data. The campus also has protected structures such as WIN and small-group instruction that can be used to respond to identified student needs. Because the identification process is already relatively strong, Veterans' Hill does not need to create an entirely new assessment system; rather, it can strengthen the connection between the data already being collected and the instructional actions that follow. The presence of multiple data points also allows teams to determine whether patterns are consistent across measures rather than making decisions based on a single assessment. This foundation positions the campus to strengthen progress monitoring, Tier 2 intervention, reteaching, and acceleration while maintaining grade-level Tier 1 instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students receiving Special Education services are not showing one year of growth in reading and math, suggesting that current resource support and intervention models are not effectively impacting student outcomes.
Root Cause: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Problem Statement 2 (Prioritized): There is a lack of effective alignment between general education instruction and SPED resource support
Root Cause: A lack of sufficient staffing has resulted in high caseloads and limited time for collaborative planning, leading to inconsistent participation in team meetings, inadequate training and understanding of student needs, and ultimately a lack of alignment in instructional strategies, accommodations, and differentiation between teachers.

School Processes & Programs

School Processes & Programs Summary

The Processes and Programs analysis indicates that Veterans' Hill and Hutto ISD have established numerous systems for recruiting educators, developing staff, providing specialized student services, and supporting instruction, but implementation and clarity vary across systems. Teacher recruitment currently includes the Hutto ISD job fair, an apprenticeship program, student teaching and residency partnerships with Texas State, Special Education stipends, certification supports, and TIA. The apprenticeship and residency programs were specifically identified as beneficial, with current Veterans' Hill educators having entered the profession through these pathways. At the same time, staffing data reveal continuing challenges in ensuring that educator qualifications align with student needs. The review identified 82 students currently being taught by a teacher without ESL certification. The district is responding by offering ESL certification training and reimbursement for educators who pass the certification examination. Bilingual education staffing and support were also identified as areas requiring additional attention, and the district had a bilingual director vacancy at the time of the review. The committee further identified a need for additional resources for new teachers, which is particularly important given the number of educators entering through alternative pathways or early in their careers.

The analysis also identified opportunities to strengthen the development of teachers and instructional leaders. First- and second-year teachers currently receive mentors, providing an existing induction structure; however, the committee identified the need to better align mentors and mentees by grade level or department and suggested extending mentoring to teachers who are experienced but new to Hutto ISD. Similar alignment concerns were identified within the apprenticeship mentor structure. Teachers participate in curriculum-writing teams, and team leads provide an avenue for teacher leadership, but teams need additional time to collaborate and support new teachers. The role and framework of the instructional coach were identified as inconsistent across campuses, and the Dean of Student Support role also requires greater clarity. Professional development is currently described as being primarily geared toward new teachers, while staff identified the need for professional learning to be differentiated according to teacher knowledge, experience, and classroom needs. These findings suggest that Veterans' Hill has many of the necessary positions and structures for adult learning but needs greater coherence among mentoring, coaching, professional development, collaborative planning, and instructional leadership.

Improvement planning and shared leadership also emerged as areas for continued refinement. The Campus Improvement Plan is required to align with the District Improvement Plan, but the committee noted that the process for developing and implementing focused improvement efforts has not always been sufficiently clear. The review identified a desire for increased teacher representation on the Campus Advisory Council so that those closest to classroom instruction have greater participation in identifying needs and developing responses. This is particularly important as the campus works to connect professional learning, staffing, instructional systems, and resource allocation to root causes of student performance rather than implementing disconnected initiatives. Greater clarity around roles, responsibilities, monitoring measures, and stakeholder involvement can help ensure that improvement strategies move from planning documents into consistent classroom and campus practices.

The complexity of Veterans' Hill's programming further reinforces the need for coherent systems. The needs assessment identifies 177 Emergent Bilingual students, 77 students participating in GT/TAG, 44 students receiving Dyslexia services, and 146 students receiving Special Education services. Feedback regarding these programs varies. GT received positive parent feedback, and the Dyslexia program was specifically recognized for creating a positive environment for students and maintaining strong communication. Within Special Education, however, teachers and parents identified a need for stronger communication about student progress and goals, and access to information through Frontline was identified as challenging for both staff and families. With such a significant portion of the student population receiving specialized services, coordination among general education, intervention, Special Education, bilingual/ESL, Dyslexia, GT, and other programs is essential to ensuring that students experience one coherent instructional system rather than disconnected supports.

School Processes & Programs Strengths

Veterans' Hill benefits from multiple educator recruitment and preparation pathways that can be leveraged to build a strong and sustainable staff. The Hutto ISD apprenticeship program and Texas State residency/student-teaching partnerships have already resulted in educators becoming members of the Veterans' Hill staff, demonstrating that these pipelines can successfully move prospective educators into permanent positions. The district has also implemented incentives and supports such as an increased Special Education stipend, ESL certification training and reimbursement, Reading Academy learning time, and TIA. These strategies demonstrate an existing commitment to recruitment, certification, professional

learning, and retention rather than relying solely on traditional hiring approaches.

The campus also has meaningful foundations for professional collaboration and leadership development. First- and second-year teachers are assigned mentors, teachers have opportunities to participate in curriculum writing, and team-lead positions provide opportunities for teachers to influence grade-level and campus work. The presence of an instructional coach, Dean of Student Support, team leads, mentors, and campus administrators creates the potential for a distributed instructional leadership model in which staff receive support from multiple levels. Although the needs assessment identifies a need for clearer roles and stronger alignment among these structures, the human capital necessary to create such a system is already present. The campus can therefore focus on increasing coherence and effectiveness rather than building leadership structures entirely from the beginning.

Specialized programming is another important strength. Veterans' Hill serves substantial numbers of Emergent Bilingual, GT/TAG, Dyslexia, and Special Education students and has established programs to respond to these needs. Positive parent feedback regarding GT and particularly strong feedback regarding the Dyslexia environment and communication indicate that effective practices are already occurring within the campus. These examples provide internal models for how specialized programs can establish strong relationships with families, communicate student progress, and create environments in which parents feel confident that their children are supported. Identifying and replicating the practices that contribute to success within these programs can help improve consistency across other specialized and general education services.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 82 EB students are currently being taught by a teacher without an ESL certification.
Root Cause: It was previously not required and there was not incentive.

Problem Statement 2 (Prioritized): Teams are not given consistent or equal time to meet with new teachers, team teachers, and/or vertical alignment teams for effective and efficient collaboration regarding instruction and internalization.
Root Cause: Other tasks and obligations are prioritized over teacher collaborative time.

Problem Statement 3 (Prioritized): There is no opportunity to choose professional development based on individual teachers' needs.
Root Cause: Funding to bring the quality PD

Perceptions

Perceptions Summary

Perception data provide a multifaceted picture of the experiences of students, staff, and families at Veterans' Hill. Student perceptions are generally positive. Eighty-nine percent of students report feeling confident in their ability to learn, 81% report feeling accepted by classmates, and 86% report feeling included in activities. These results suggest that many students experience a sense of academic self-efficacy and social belonging. The campus has also implemented supports intended to strengthen student behavior and emotional regulation, including counselor mentoring, explicit instruction in self-regulation skills, calm-down corners, and SAMA training. At the same time, the needs assessment revealed important gaps in available perception data. The committee did not have sufficient disaggregated information to determine whether economically disadvantaged students report a lower sense of belonging, whether discipline consequences are consistent across racial and student groups, or whether students consistently feel safe in classrooms and hallways. Attendance and discipline information was also not sufficiently disaggregated by race/ethnicity for the committee to fully analyze differences among student groups. Therefore, while aggregate student perception data are encouraging, additional disaggregation will be necessary to determine whether that positive experience is shared equitably across the campus.

Staff perceptions are more varied. Current Panorama results identified 83% positive perceptions related to safety, 67% teacher satisfaction, 65% well-being, 63% positive perceptions of school leadership, and 48% positive perceptions of professional learning. Safety therefore emerges as a clear strength, while professional learning is the lowest identified staff indicator and represents a significant opportunity for improvement. The committee also noted that additional information is needed regarding staff turnover, staff absences, mentoring outcomes, perceptions of academic expectations, support for challenging student behavior, and whether staff believe professional development is aligned to real classroom challenges. Informal feedback suggests that support with challenging behavior varies by grade level, and staff feedback regarding professional development has not been consistently collected. These findings reinforce the importance of establishing regular feedback loops that allow campus leadership to understand not only whether professional learning occurs, but whether staff perceive that learning as relevant, applicable, and responsive to the challenges they encounter in classrooms.

Family perceptions reveal one of the clearest contrasts in the needs assessment: families generally report positive communication from individual teachers while expressing concerns about broader campus communication, transparency, welcoming practices, and opportunities for engagement. Panorama data indicate that 80% of Veterans' Hill families reported that the school welcomes and values parent ideas as partners in their child's education; however, this represents a 17-point decline from the previous year. The committee also documented a transparency measure between administration and parents at 36%, an 11-point decline from the prior year. Additional perception information indicates that 88% of parents feel informed by teachers, and 80% report that teachers communicate their child's academic progress, although the latter measure declined seven percentage points. Parents currently receive information about student progress through mechanisms such as MAP results, progress reports, report cards, interim reports, conferences, and teacher communication. However, families indicated that they would like weekly learning objectives and additional resources so they can reinforce learning at home. The committee also identified variation among teachers in how families are involved in supporting student achievement.

Several barriers to family engagement were specifically identified. Families reported that school events can become lost within larger communications and that they need more reminders. The committee identified a need for virtual options to increase access to events and meetings, and Special Education families were specifically identified as an underrepresented group in campus events. Families connected to special programs have also reported feeling excluded from some events. Reliance on ParentSquare creates an additional accessibility concern for families without stable internet access. The needs assessment further indicates that parents do not consistently understand academic expectations and grade-level standards, even though teachers share objectives, standards, and expectations in various ways. These findings suggest that the primary challenge is not simply the amount of communication being sent but the clarity, accessibility, consistency, timing, and usefulness of communication. Improving family engagement will therefore require the campus to examine how information is prioritized, repeated, translated into actionable information for families, and delivered through multiple accessible methods.

Perceptions Strengths

Student perceptions represent one of the strongest areas within the campus perception data. Nearly nine out of ten students report confidence in their ability to learn, more than eight out of ten report feeling accepted by classmates, and 86% report feeling included in campus activities. These findings indicate that Veterans' Hill has an existing foundation of student self-efficacy, peer acceptance, and belonging upon which the campus can build. The campus also has proactive structures designed to help students develop the skills necessary to

navigate conflict and regulate emotions, including counselor mentoring, self-regulation instruction, calm-down corners, and SAMA-trained staff. Rather than relying exclusively on disciplinary consequences after behavior occurs, these structures provide opportunities to teach and reinforce behavioral and emotional skills.

Safety also emerges as a consistent perception strength. Staff safety perceptions are positive at 83%, and the needs assessment identifies safety as one of the campus's overall areas of strength. A strong perception of safety is an important foundation for academic learning, staff collaboration, student belonging, and family trust. Maintaining this strength while gathering more detailed student-group data will allow Veterans' Hill to determine whether perceptions of safety are consistent across settings and populations rather than relying only on campuswide averages.

Finally, teacher-to-family communication represents a significant relational strength that the campus can leverage. Eighty-eight percent of parents report feeling informed by teachers, and 80% report that teachers communicate their child's academic progress. Families receive information through teacher communication, conferences, MAP results, progress reports, report cards, and interim reports. This suggests that many individual teachers have established communication practices that families value even while broader campus communication and trust indicators require improvement. The campus therefore has an opportunity to identify the practices of teachers and programs receiving the strongest family feedback and establish those practices as consistent campus expectations. Doing so would allow Veterans' Hill to approach family engagement from an asset-based perspective: effective communication already exists in parts of the organization, and the improvement work is to make that experience reliable and consistent for every family.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Family perceptions of campus communication and transparency have declined, with only 36% reporting positively about transparency between administration and families.
Root Cause: The campus lacks a consistent communication system outlining what is communicated, by whom, when, and how frequently families receive information and reminders.

Problem Statement 2 (Prioritized): Families do not consistently understand grade-level expectations or have the resources needed to reinforce learning at home
Root Cause: There is no consistent campuswide expectation for communicating learning objectives, academic expectations, and at-home resources to families.

Priority Problem Statements

Problem Statement 1: Emergent bilingual students who are not Spanish-speaking represent a small but underrepresented subgroup on campus, with limited access to targeted language supports as evidenced by a lack of differentiated resources and consistent instructional services across grades K-5.

Root Cause 1: Campus resources, PD on EB's, and limited targeted supports and instructional strategies for students who speak other languages.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for more consistent and effective use of data to monitor student progress and adjust instruction in a timely manner, particularly for underperforming students groups

Root Cause 2: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student behavior referrals have increased across grades K-5, resulting in lost instructional time and disruptions to the learning environment.

Root Cause 3: Inconsistent implementation of campus-wide behavior expectations and systems, along with limited ongoing staff training and alignment, is leading to increased student behavior issues and loss of instructional time.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students receiving Special Education services are not showing one year of growth in reading and math, suggesting that current resource support and intervention models are not effectively impacting student outcomes.

Root Cause 4: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a lack of effective alignment between general education instruction and SPED resource support

Root Cause 5: A lack of sufficient staffing has resulted in high caseloads and limited time for collaborative planning, leading to inconsistent participation in team meetings, inadequate training and understanding of student needs, and ultimately a lack of alignment in instructional strategies, accommodations, and differentiation between teachers.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 82 EB students are currently being taught by a teacher without an ESL certification.

Root Cause 6: It was previously not required and there was not incentive.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teams are not given consistent or equal time to meet with new teachers, team teachers, and/or vertical alignment teams for effective and efficient

collaboration regarding instruction and internalization.

Root Cause 7: Other tasks and obligations are prioritized over teacher collaborative time.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is no opportunity to choose professional development based on individual teachers' needs.

Root Cause 8: Funding to bring the quality PD

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Families do not consistently understand grade-level expectations or have the resources needed to reinforce learning at home

Root Cause 9: There is no consistent campuswide expectation for communicating learning objectives, academic expectations, and at-home resources to families.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Family perceptions of campus communication and transparency have declined, with only 36% reporting positively about transparency between administration and families.

Root Cause 10: The campus lacks a consistent communication system outlining what is communicated, by whom, when, and how frequently families receive information and reminders.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Intervention 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
- Special education/non-special education population including discipline, progress and participation data
- 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
- Gifted and talented data

Goals

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 in all subjects (Domain 1) will increase to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement targeted small-group intervention cycles using STAAR-aligned data and progress monitoring tools. **Strategy's Expected Result/Impact:** Students identified as approaching or below grade level will demonstrate measurable growth on formative assessments and benchmarks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Teachers **Title I:** 2.52 **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide ongoing professional development on differentiated instruction, accommodations, and evidence-based instructional strategies for SPED and EB students. **Strategy's Expected Result/Impact:** Teachers will increase instructional effectiveness, resulting in improved academic performance among special populations. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach, Dean of Student Support **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Protect PLC and data meeting time to analyze student data, internalize standards, and create aligned instructional responses. **Strategy's Expected Result/Impact:** Teachers will consistently use data to drive instruction and intervention decisions. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Guiding Coalition **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement campus-wide instructional walkthroughs and feedback cycles focused on student engagement, rigor, and alignment to TEKS. **Strategy's Expected Result/Impact:** Increased instructional consistency and rigor across classrooms will improve overall student achievement outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Support Coach, Dean of Student Support **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Emergent bilingual students who are not Spanish-speaking represent a small but underrepresented subgroup on campus, with limited access to targeted language supports as evidenced by a lack of differentiated resources and consistent instructional services across grades K-5. **Root Cause**: Campus resources, PD on EB's, and limited targeted supports and instructional strategies for students who speak other languages.

Problem Statement 2: There is a need for more consistent and effective use of data to monitor student progress and adjust instruction in a timely manner, particularly for underperforming students groups **Root Cause**: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Student Learning

Problem Statement 1: Students receiving Special Education services are not showing one year of growth in reading and math, suggesting that current resource support and intervention models are not effectively impacting student outcomes. **Root Cause**: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Student Learning

Problem Statement 2: There is a lack of effective alignment between general education instruction and SPED resource support **Root Cause**: A lack of sufficient staffing has resulted in high caseloads and limited time for collaborative planning, leading to inconsistent participation in team meetings, inadequate training and understanding of student needs, and ultimately a lack of alignment in instructional strategies, accommodations, and differentiation between teachers.

School Processes & Programs

Problem Statement 1: 82 EB students are currently being taught by a teacher without an ESL certification. **Root Cause**: It was previously not required and there was not incentive.

Problem Statement 2: Teams are not given consistent or equal time to meet with new teachers, team teachers, and/or vertical alignment teams for effective and efficient collaboration regarding instruction and internalization. **Root Cause**: Other tasks and obligations are prioritized over teacher collaborative time.

Problem Statement 3: There is no opportunity to choose professional development based on individual teachers' needs. **Root Cause**: Funding to bring the quality PD

Perceptions

Problem Statement 2: Families do not consistently understand grade-level expectations or have the resources needed to reinforce learning at home **Root Cause**: There is no consistent campuswide expectation for communicating learning objectives, academic expectations, and at-home resources to families.

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

Performance Objective 2: Students in grade 3 will increase from 38% to 45% of students achieving at 'meets' or higher on math STAAR assessments and from 47% to 53% on the reading STAAR assessments.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement targeted small-group intervention cycles using TEKS-aligned data and progress monitoring tools. **Strategy's Expected Result/Impact:** Students identified as approaching or below grade level will demonstrate measurable growth on formative assessments and benchmarks. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Support Coach, Teachers **Title I:** 2.53 **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Use weekly common formative assessments to identify student misconceptions and reteach standards in real time. **Strategy's Expected Result/Impact:** Teachers will respond more quickly to learning gaps, increasing student mastery rates. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Support Coach, Grade 3 Guiding Coalition Member **Problem Statements:** Demographics 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement campus-wide instructional walkthroughs and feedback cycles focused on student engagement, rigor, and alignment to TEKS. **Strategy's Expected Result/Impact:** Increased instructional consistency and rigor across classrooms will improve overall student achievement outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Support Coach, Dean of Student Support **Problem Statements:** Demographics 2 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Conduct parent academic nights and provide take-home resources to strengthen family support of grade-level learning at home. **Strategy's Expected Result/Impact:** Families will be more equipped to support student learning and academic achievement outside of school. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Support Coach, Guiding Coalition **Problem Statements:** Perceptions 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for more consistent and effective use of data to monitor student progress and adjust instruction in a timely manner, particularly for underperforming students groups **Root Cause**: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.
Student Learning
Problem Statement 1: Students receiving Special Education services are not showing one year of growth in reading and math, suggesting that current resource support and intervention models are not effectively impacting student outcomes. **Root Cause**: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.
School Processes & Programs
Problem Statement 2: Teams are not given consistent or equal time to meet with new teachers, team teachers, and/or vertical alignment teams for effective and efficient collaboration regarding instruction and internalization. **Root Cause**: Other tasks and obligations are prioritized over teacher collaborative time.
Problem Statement 3: There is no opportunity to choose professional development based on individual teachers' needs. **Root Cause**: Funding to bring the quality PD
Perceptions
Problem Statement 2: Families do not consistently understand grade-level expectations or have the resources needed to reinforce learning at home **Root Cause**: There is no consistent campuswide expectation for communicating learning objectives, academic expectations, and at-home resources to families.

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: Grades 1 - 9 NWEA MAP (Reading goal = 64%, Math goal = 57%)
Grades K - 2 mCLASS (75%)
PK Circle (Baseline year for new assessment)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement consistent campus-wide progress monitoring systems for all intervention groups and underperforming student populations. **Strategy's Expected Result/Impact:** Teachers will use student data more consistently to adjust instruction and interventions. **Staff Responsible for Monitoring:** Principal, Interventionists, Instructional Coach **Title I:** 2.51 **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strengthen alignment between general education and SPED resource teachers through collaborative planning and accommodation monitoring. **Strategy's Expected Result/Impact:** Students receiving SPED services will experience more consistent instructional support across settings. **Staff Responsible for Monitoring:** SPED Team Lead, Assistant Principal **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide professional learning on data analysis and intervention fidelity for all instructional staff. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased effectiveness in implementing targeted instructional supports. **Staff Responsible for Monitoring:** Instructional Coach, Principal, Ed Tech **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Utilize the Solution Tree Guiding Coalition model to establish consistent PLC systems focused on student learning, intervention planning, common formative assessments, and data-driven instructional responses. **Strategy's Expected Result/Impact:** Teacher teams will consistently implement effective PLC practices that improve intervention fidelity, instructional alignment, and student academic growth **Staff Responsible for Monitoring:** Principal, Instructional Coach, Guiding Coalition Members **Title I:** 2.52 **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 **Funding Sources:** Solution Tree Contract - Title I, Part A - (6200) Contracted Services - $17,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: There is a need for more consistent and effective use of data to monitor student progress and adjust instruction in a timely manner, particularly for underperforming students groups **Root Cause**: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Student Learning

Problem Statement 1: Students receiving Special Education services are not showing one year of growth in reading and math, suggesting that current resource support and intervention models are not effectively impacting student outcomes. **Root Cause**: The lack of expected academic growth among students receiving Special Education services may be due to the absence of a consistent system for implementing evidence-based interventions, analyzing progress monitoring data, and providing staff training to ensure interventions are delivered with fidelity and aligned to student needs.

Problem Statement 2: There is a lack of effective alignment between general education instruction and SPED resource support **Root Cause**: A lack of sufficient staffing has resulted in high caseloads and limited time for collaborative planning, leading to inconsistent participation in team meetings, inadequate training and understanding of student needs, and ultimately a lack of alignment in instructional strategies, accommodations, and differentiation between teachers.

School Processes & Programs

Problem Statement 2: Teams are not given consistent or equal time to meet with new teachers, team teachers, and/or vertical alignment teams for effective and efficient collaboration regarding instruction and internalization. **Root Cause**: Other tasks and obligations are prioritized over teacher collaborative time.

Problem Statement 3: There is no opportunity to choose professional development based on individual teachers' needs. **Root Cause**: Funding to bring the quality PD

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: Contract with Solution Tree to develop the campus Guiding Coalition and strengthen the leadership capacity of teacher leaders through PLC training, collaborative leadership development, and implementation coaching. **Strategy's Expected Result/Impact:** The Guiding Coalition will effectively lead campus PLC work, strengthen collaboration systems, improve staff support structures, and increase teacher ownership of instructional improvement efforts. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach **Title I:** 2.52 **Problem Statements:** School Processes & Programs 2, 3 **Funding Sources:** Solution Tree - Title I, Part A - (6200) Contracted Services - $17,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement structured mentorship and onboarding systems for new teachers and staff members, through TEA PREP Mentor LASO Grant. **Strategy's Expected Result/Impact:** New staff will feel more supported and connected to the campus community **Staff Responsible for Monitoring:** Principal, Mentor Coordinator, Assistant Principal, Instructional Coach **Problem Statements:** School Processes & Programs 2, 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct quarterly stay interviews and staff feedback cycles to identify and address campus culture concerns proactively. **Strategy's Expected Result/Impact:** Staff satisfaction and retention rates will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Protect collaborative planning and PLC time to support teacher preparation and reduce workload barriers. **Strategy's Expected Result/Impact:** Teachers will report increased support and effectiveness in instructional planning. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.52 **Problem Statements:** School Processes & Programs 2 **Funding Sources:** Extra Duty - Title I, Part A - (6100) Payroll Costs - $3,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Celebrate staff accomplishments and student growth through intentional recognition systems and campus culture initiatives. **Strategy's Expected Result/Impact:** Staff morale and campus connectedness will improve. **Staff Responsible for Monitoring:** Principal, Campus Leadership Team **Problem Statements:** School Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Teams are not given consistent or equal time to meet with new teachers, team teachers, and/or vertical alignment teams for effective and efficient collaboration regarding instruction and internalization. **Root Cause**: Other tasks and obligations are prioritized over teacher collaborative time.
Problem Statement 3: There is no opportunity to choose professional development based on individual teachers' needs. **Root Cause**: Funding to bring the quality PD

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: Recruit teachers with ESL, SPED, and Bilingual certifications through targeted hiring efforts and partnerships. **Strategy's Expected Result/Impact:** Increased number of highly qualified staff serving special populations. **Staff Responsible for Monitoring:** Principal, Human Resources **Problem Statements:** Demographics 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement differentiated professional learning pathways based on teacher experience and instructional needs: PD pipeline - New to teaching, New to Hutto, veteran teacher **Strategy's Expected Result/Impact:** Teachers will receive more relevant and impactful professional development. **Staff Responsible for Monitoring:** Instructional Coach, Principal **Problem Statements:** School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop systems for monitoring instructional effectiveness through walkthroughs, coaching cycles, and calibration practices. **Strategy's Expected Result/Impact:** Increased consistency in instructional expectations and teacher support. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Emergent bilingual students who are not Spanish-speaking represent a small but underrepresented subgroup on campus, with limited access to targeted language supports as evidenced by a lack of differentiated resources and consistent instructional services across grades K-5. **Root Cause**: Campus resources, PD on EB's, and limited targeted supports and instructional strategies for students who speak other languages.

School Processes & Programs

Problem Statement 1: 82 EB students are currently being taught by a teacher without an ESL certification. **Root Cause**: It was previously not required and there was not incentive.

Problem Statement 3: There is no opportunity to choose professional development based on individual teachers' needs. **Root Cause**: Funding to bring the quality PD

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: Partner with Solution Tree to build leadership capacity within the Guiding Coalition around instructional monitoring, collaborative planning structures, data analysis, and campus-wide implementation systems. **Strategy's Expected Result/Impact:** Campus leaders and teacher leaders will demonstrate increased alignment in instructional expectations, PLC implementation, and support for teacher growth. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.52 **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct administrative calibration once a nine-weeks walks aligned to T-TESS indicators and instructional expectations. **Strategy's Expected Result/Impact:** Increased consistency and reliability in observation feedback and scoring. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct administrative calibration once a nine-weeks walks aligned to T-TESS indicators and instructional expectations. **Strategy's Expected Result/Impact:** Increased consistency and reliability in observation feedback and scoring. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Provide leadership team training focused on feedback conversations and instructional coaching practices. **Strategy's Expected Result/Impact:** Administrators will provide clearer, actionable feedback to teachers. **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Processes & Programs 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Review walkthrough and T-TESS data monthly to identify trends and instructional support needs. **Strategy's Expected Result/Impact:** Campus leaders will respond proactively to instructional gaps and teacher support needs. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** School Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 3: There is no opportunity to choose professional development based on individual teachers' needs. **Root Cause**: Funding to bring the quality PD

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the number of parent respondents above the 2025-2026 baseline of 56 responses, for the 2026-2027 school year.

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: Develop a campus communication plan that includes consistent timelines, multiple communication platforms, and family-friendly messaging. **Strategy's Expected Result/Impact:** Families will report improved communication and awareness of campus events and initiatives. **Staff Responsible for Monitoring:** Principal, Family Engagement Liaison **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide parent training opportunities on ParentSquare, academic supports, and campus systems. **Strategy's Expected Result/Impact:** Families will demonstrate increased engagement and participation in school communication. **Staff Responsible for Monitoring:** Assistant Principal, Campus Technology Support **Problem Statements:** Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement regular family engagement events that encourage two-way communication and campus feedback. **Strategy's Expected Result/Impact:** Increased parent participation and survey response rates. **Staff Responsible for Monitoring:** Principal, Counselors, Teachers **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement Latino Literacy program. **Strategy's Expected Result/Impact:** Increased family participation and stronger school-home partnerships. **Staff Responsible for Monitoring:** Principal, Family Engagement Team **Problem Statements:** Perceptions 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Collect and review family feedback data quarterly to improve campus communication systems. **Strategy's Expected Result/Impact:** Campus communication systems will become more responsive to family needs. **Staff Responsible for Monitoring:** Principal, Campus Leadership Team **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Family perceptions of campus communication and transparency have declined, with only 36% reporting positively about transparency between administration and families. **Root Cause**: The campus lacks a consistent communication system outlining what is communicated, by whom, when, and how frequently families receive information and reminders.
Problem Statement 2: Families do not consistently understand grade-level expectations or have the resources needed to reinforce learning at home **Root Cause**: There is no consistent campuswide expectation for communicating learning objectives, academic expectations, and at-home resources to families.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 2: Establish a baseline and increase the percentage of students scoring satisfactory on the Student Experience Survey for the 2026-2027 school year.

Evaluation Data Sources: Student experience survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Strengthen campus-wide SEL and behavior systems through consistent implementation of Leader in Me, Emergent Tree Tier 1 & 2 and PBIS practices. **Strategy's Expected Result/Impact:** Students will report stronger connections to school and improved campus experiences. **Staff Responsible for Monitoring:** Counselors, Assistant Principal **Title I:** 2.53 **Problem Statements:** Demographics 3 **Funding Sources:** Franklin Covey - Title I, Part A - (6300) Supplies and Materials - 6399 - $12,694, Emergent Tree - Title I, Part A - (6300) Supplies and Materials - 6399 - $2,344				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide ongoing behavior management and relationship-building training for staff. **Strategy's Expected Result/Impact:** Increased consistency in classroom management and student support practices. **Staff Responsible for Monitoring:** Principal, Counselors **Problem Statements:** Demographics 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Implement student voice opportunities through leadership groups, surveys, and campus feedback systems. **Strategy's Expected Result/Impact:** Students will feel more connected and valued within the school environment. **Staff Responsible for Monitoring:** Principal, Counselors **Problem Statements:** Demographics 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Conduct monthly reviews of behavior, attendance, and student climate data to identify support needs. **Strategy's Expected Result/Impact:** Increased proactive support for students experiencing academic or behavioral challenges. **Staff Responsible for Monitoring:** Assistant Principal, Counselors **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Student behavior referrals have increased across grades K-5, resulting in lost instructional time and disruptions to the learning environment. **Root Cause**: Inconsistent implementation of campus-wide behavior expectations and systems, along with limited ongoing staff training and alignment, is leading to increased student behavior issues and loss of instructional time.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 1: Increase the percentage alignment between budget allocations and student outcomes, as measured by the district resource-allocation index, for the 2026-2027 school year.

Evaluation Data Sources: District budget-to-outcome alignment index; grant tracking records; Campus Improvement Plan (CIP) budget alignment data; Usage Reports, Cost per student.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Prioritize campus funding toward intervention supports, instructional resources, and staffing aligned to student achievement goals. **Strategy's Expected Result/Impact:** Campus expenditures will more directly support student growth outcomes. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Use student achievement and intervention data to guide purchasing and staffing decisions. **Strategy's Expected Result/Impact:** Resource allocation decisions will become more data-driven and strategic. **Staff Responsible for Monitoring:** Principal, Campus Leadership Team **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Student behavior referrals have increased across grades K-5, resulting in lost instructional time and disruptions to the learning environment. **Root Cause**: Inconsistent implementation of campus-wide behavior expectations and systems, along with limited ongoing staff training and alignment, is leading to increased student behavior issues and loss of instructional time.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: Increase the percentage of positive responses on the annual Climate Survey related to safety and operations for the 2026-2027 school year.

Evaluation Data Sources: Annual Climate Survey (Fall and Spring administrations); safety- and operations-related survey items

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement consistent campus-wide behavior expectations, routines, and restorative practices across all grade levels. **Strategy's Expected Result/Impact:** Reduction in student behavior referrals and increased instructional time. **Staff Responsible for Monitoring:** Assistant Principal, Counselors **Problem Statements:** Demographics 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide ongoing staff training on behavior systems, crisis response, and de-escalation strategies. **Strategy's Expected Result/Impact:** Staff confidence and consistency in responding to student behaviors will improve. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Demographics 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Conduct regular campus safety drills, audits, and operational reviews to ensure compliance and preparedness. **Strategy's Expected Result/Impact:** Increased staff and student confidence in campus safety procedures. **Staff Responsible for Monitoring:** Principal, Campus Safety Team **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Review climate survey data and discipline trends quarterly to identify areas for improvement and monitor progress. **Strategy's Expected Result/Impact:** Campus leaders will proactively address safety and climate concerns. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Demographics 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Student behavior referrals have increased across grades K-5, resulting in lost instructional time and disruptions to the learning environment. **Root Cause**: Inconsistent implementation of campus-wide behavior expectations and systems, along with limited ongoing staff training and alignment, is leading to increased student behavior issues and loss of instructional time.

Perceptions
Problem Statement 1: Family perceptions of campus communication and transparency have declined, with only 36% reporting positively about transparency between administration and families. **Root Cause**: The campus lacks a consistent communication system outlining what is communicated, by whom, when, and how frequently families receive information and reminders.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Veterans' Hill Elementary conducted its Comprehensive Needs Assessment (CNA) through a collaborative, data-driven process involving campus leadership, teachers, staff, parents, and community stakeholders. The CNA committee met on March 13 and April 6, 2026, to review campus data, identify strengths and areas of growth, and develop problem statements and potential root causes. Parents were invited to participate through ParentSquare communications and personal phone calls to encourage family representation and involvement. Stakeholders participated in focus groups organized around four areas: Demographics, Student Learning, Processes and Programs, and Perceptions.

Committee members examined multiple sources of quantitative and qualitative data, including STAAR, MAP Growth, MCLASS, TELPAS, attendance, discipline, demographics, staffing, program participation, and Panorama student, staff, and family survey results. Data were selected based on their relevance to student achievement, academic growth, equity, school culture, and campus improvement priorities. Using structured note catchers, stakeholders analyzed trends, identified strengths and disparities among student groups, and developed problem statements and potential root causes. Findings from the CNA were used to guide the development of the Campus Improvement Plan and ensure improvement strategies address identified campus needs.

1.2: Location for Evidence of Multiple Meetings Held

Veterans' Hill Elementary provided multiple opportunities for stakeholders to participate in the Comprehensive Needs Assessment (CNA) process, with meetings held on March 13 and April 6, 2026. Parents were invited through ParentSquare announcements and personal phone calls to encourage participation and diverse perspectives. Campus leadership, teachers, staff, parents, and community stakeholders were provided opportunities to review campus data, discuss strengths and areas of need, and contribute to the development of problem statements and potential root causes.

Documentation of the CNA process, including dated meeting agendas, stakeholder sign-in sheets, meeting notes, completed CNA note catchers for the four focus areas, and identified problem statements and root causes, is loaded into Title 1 Crate. ParentSquare communications and outreach records also serve as evidence of stakeholder invitations and opportunities for participation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Veterans' Hill Elementary developed its Schoolwide Plan/Campus Improvement Plan through a collaborative, data-driven process beginning with the Comprehensive Needs Assessment (CNA). Stakeholders participated in CNA meetings on March 13 and April 6, 2026, where they analyzed campus data across four areas: Demographics, Student Learning, Processes and Programs, and Perceptions. Through this process, stakeholders identified campus strengths, areas of growth, and priority needs. These findings were used to develop specific problem statements and examine their root causes.

Using the identified problem statements and root causes, campus leadership developed targeted strategies aligned with student achievement, instructional practices, school culture, and family engagement. At the beginning of the school year, additional feedback was gathered from staff and families to refine campus priorities and ensure the plan reflected the

needs of the school community. The Campus Improvement Plan was developed to ensure a clear connection between identified needs, problem statements, root causes, measurable goals, and improvement strategies.

Evidence of stakeholder involvement and multiple meetings is maintained in Title 1 Crate, including dated meeting agendas, sign-in sheets, meeting notes, completed CNA note catchers, problem statements, root-cause analyses, and staff and family feedback.

2.2: Stakeholders 1114(b)(2)

Veterans' Hill Elementary actively involves staff, families, and community stakeholders in the development of the Campus Improvement Plan through the Comprehensive Needs Assessment (CNA) process. Stakeholders participated in meetings held on March 13 and April 6, 2026, where they reviewed campus data, identified strengths and areas of need, and contributed to the development of problem statements and root causes. Parents were invited through ParentSquare and personal phone calls to encourage participation and diverse perspectives.

Stakeholder feedback was gathered through collaborative discussions, CNA focus groups, and staff and family surveys. Additional feedback was solicited from staff and families at the beginning of the school year to help refine campus priorities and improvement strategies. This collaborative process helps ensure that the Campus Improvement Plan reflects the perspectives of those directly impacted by campus decisions and that strategies align with identified needs.

Evidence of stakeholder participation, including meeting agendas, sign-in sheets identifying participant names and roles, CNA committee notes, and feedback documentation, is maintained in Title 1 Crate.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

Veterans' Hill Elementary makes its Campus Improvement Plan (CIP) available to the district, families, and community through district and campus communication channels, including the campus website and ParentSquare. The plan is shared in an accessible, understandable format, with information provided in both English and Spanish to support our diverse school community. Families are informed about campus goals, identified needs, and improvement priorities through school communications and opportunities for stakeholder engagement. The plan is also available for review and feedback, promoting transparency, shared accountability, and continued collaboration among staff, families, district leadership, and community members.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Veterans' Hill Elementary integrates Title I schoolwide requirements into the Campus Improvement Plan through strategies aligned with findings from the Comprehensive Needs Assessment. Identified strategies focus on strengthening Professional Learning Communities through the Solution Tree Guiding Coalition model, developing teacher leadership capacity, protecting collaborative planning time, and improving the use of common formative assessments and data-driven instructional responses. Additionally, the campus prioritizes consistent implementation of social-emotional learning and behavior support systems through Leader in Me, Emergent Tree Tier 1 and Tier 2 supports, and PBIS practices. These strategies address identified needs related to academic growth, instructional consistency, teacher development, and school culture while supporting improved outcomes for all students.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Veterans' Hill Elementary evaluates the effectiveness of its Title I Schoolwide Program through ongoing monitoring of Campus Improvement Plan goals, performance objectives, and strategies. Campus leadership and instructional teams review student achievement data, including STAAR, MAP Growth, MCLASS, common formative assessments, attendance,

discipline, and stakeholder perception surveys to determine the impact of implemented strategies. Progress and effectiveness are documented through Formative Reviews throughout the school year, with an annual evaluation completed in the Summative Review.

Supporting documentation, including meeting agendas, sign-in sheets, data analysis, stakeholder feedback, and CNA committee notes, is maintained in the campus CNA and Campus Improvement Plan documentation. Findings from the annual Schoolwide Program evaluation are incorporated into the following year's Comprehensive Needs Assessment to identify continued needs, evaluate the effectiveness of current practices, and guide adjustments to improvement strategies and resource allocation.

Campus Funding Summary

Title I, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Extra Duty		$3,500.00
				Sub-Total	$3,500.00
				Budgeted Fund Source Amount	$3,500.00
				+/- Difference	$0.00

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4	Solution Tree Contract		$17,000.00
2	1	1	Solution Tree		$17,000.00
				Sub-Total	$34,000.00
				Budgeted Fund Source Amount	$17,000.00
				+/- Difference	-$17,000.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Franklin Covey	6399	$12,694.00
3	2	1	Emergent Tree	6399	$2,344.00
				Sub-Total	$15,038.00
				Budgeted Fund Source Amount	$12,694.00
				+/- Difference	-$2,344.00

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$33,194.00
				Grand Total Spent	$52,538.00

Title I, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	-$19,344.00

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