Hutto Independent School District

District Improvement Plan

2026-2027

Accountability Rating: C

Mission Statement

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

Vision

Inspiring Excellence

Value Statement

Belief Statements:

- **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

Belief Statements: 2
Comprehensive Needs Assessment 4
Demographics 4
Student Learning 7
District Processes & Programs 9
Perceptions 11
Priority Problem Statements 13
Comprehensive Needs Assessment Data Documentation 17
Goals 20
Goal 1: Increase the percentage of students meeting grade-level expectations. 20
Goal 2: Expand strategies that attract and retain high-performing talent. 37
Goal 3: Establish strategic partnerships to mobilize collective impact. 42
Goal 4: Optimize financial resources to achieve student outcomes. 48
State Compensatory 52
Budget for District Improvement Plan 52
Title I Personnel 53
Plan Notes 54
Assurances 55
Statutorily Required Assurances 55
District Funding Summary 56
Policies, Procedures, and Requirements 61

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hutto Independent School District serves approximately 11,000 students across 16 campuses spanning prekindergarten through twelfth grade. Located seven miles east of IH-35 on Highway 79 in one of the fastest-growing corridors in Central Texas, the district serves the communities of Hutto, and portions of Georgetown, Round Rock, and Taylor — a service area with a population exceeding 25,000 residents. Under the leadership of Superintendent Jeni Neatherlin and operating as a District of Innovation through 2027, Hutto ISD is guided by four strategic priorities — Student Success, Talent Management, Community Engagement, and Financial and Operational Stewardship — all in pursuit of its mission to inspire all students to achieve excellence in academics, character, and community.

The student population reflects a richly diverse community. Hispanic or Latino students are the district's largest and fastest-growing racial group at 47.7% of enrollment, followed by White students at 26.8%, African American students at 14.4%, students of two or more races at approximately 6.2%, and Asian students at 4.1%. Pacific Islander and American Indian students make up less than one percent combined. By gender, the student body is nearly evenly split — 51% male and 49% female. Beyond race and ethnicity, the district serves a significant number of students with specialized needs or program designations. Special Education students make up 16.6% of enrollment — approximately 4,229 students — while an additional 2,616 students, or 10.3% of the district, are identified under Section 504 plans. Economically Disadvantaged students represent 40.2% of the population. Emergent Bilingual students account for 14.2% of enrollment at 3,627 students, while military-connected students represent approximately 8% of the population — all 12 eligible campuses hold the Texas Purple Star designation in recognition of that commitment. Gifted and Talented students represent approximately 7.7% of enrollment.

Demographics Strengths

The following strengths are grounded in enrollment, STAAR, NWEA MAP, TELPAS, attendance, and discipline data.

Robust Program Portfolio Serving Diverse Learners: GT, CTE (20+ programs across 11 clusters), Fine Arts, AP, Dual Credit, and ECHS pathways provide multiple access points — ensuring that diverse learners across interest areas and demographic groups have structured routes to postsecondary readiness.

STAAR: Gifted & Talented Students Performing at Near-Ceiling Levels: GT students achieved STAAR Approaches rates of 96–99% and Meets rates of 81–89% across Reading, Math, and Science — confirming that the district's advanced academic pathway effectively serves its identified gifted population.

STAAR: Strong District-Wide Reading Approaches Rate: 79.5% of all students approach grade level or above in Reading/Language Arts — indicating that the majority of Hutto ISD students are accessing grade-level text and demonstrating foundational literacy, providing a strong base for intervention to move more students to Meets and Masters.

NWEA MAP: District Median Near the 50th National Percentile: The district's spring MAP average is the 49.8th national percentile in Reading and 52.5th in Mathematics, meaning Hutto ISD students as a whole are performing at or slightly above the national midpoint — a meaningful baseline given the district's 40%+ economically disadvantaged rate.

NWEA MAP: Asian Students Performing in the Top Quartile Nationally: Asian students averaged the 61.2th national percentile in Reading and the 67.6th in Mathematics on the Spring MAP — placing this subgroup well above national norms and demonstrating that the highest-performing subgroup is achieving at an elite level.

TELPAS: Strong Listening Proficiency Among Emergent Bilingual Students: EB students in both K–2 (58.4% ADV+AH) and Grades 3–12 (62.1% ADV+AH) demonstrate strong receptive English language proficiency in Listening — a critical precursor to academic reading and oral production, and a sign that oral exposure to English is taking hold.

Military Family Recognition — Texas Purple Star: All 12 eligible campuses hold the Texas Purple Star designation — a systemic commitment to the 8.04% of students who are military-connected, a uniquely mobile population that benefits from intentional transition and belonging structures.

Competitive Compensation & Teacher Incentive Allotment: A starting salary of $57,500 and a Teacher Incentive Allotment program position the district to attract and retain quality educators — the single most powerful in-school factor for closing achievement gaps across demographic groups.

Multilingual Family Engagement Infrastructure: The Parent and Family Resource Center with bilingual English/Spanish outreach, paired with the Hutto Education Foundation's $133,000 in grants (2025), creates a community partnership infrastructure that directly supports the district's largest and most at-risk student populations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem Statement: Special Education students achieved STAAR Meets rates of 16.6% in RLA, 14.0% in Mathematics, and 14.2% in Science -- all below 17%, compared to 53.5%, 39.3%, and 37.1% for All Students.
Root Cause: IEP goals not sufficiently aligned to grade-level standards; inadequate access to inclusive, co-taught instruction in general education settings; behavioral supports (BIPs) not effectively reducing discipline incidents that pull students from instruction; attendance barriers not being addressed within the IEP process; and insufficient progress monitoring tied to grade-level academic targets rather

Problem Statement 2 (Prioritized): Emergent Bilingual Students' academic output lags significantly: STAAR Meets rates are 37.5% in RLA, 31.1% in Mathematics, and only 19.9% in Science -- 16, 8.2, and 17.2 points below the district average. NWEA MAP Spring places EB students at the 39.3th national percentile in Reading with only 14.8% projected at Meets+ -- the lowest of any tracked demographic group.
Root Cause: A gap between strong oral/receptive language development and academic literacy in reading and writing and insufficient sheltered content instruction and language scaffolding in content-area classrooms.

Problem Statement 3 (Prioritized): African American students achieved STAAR Meets rates of 46.0% in RLA, 29.2% in Mathematics, and 22.6% in Science -- 7.5, 10.1, and 14.5 percentage points below the district average, respectively
Root Cause: Academic gaps not being identified and addressed early through MTSS Tier 2/3 academic supports.

Problem Statement 4 (Prioritized): At-Risk students achieved STAAR Meets rates of 30.4% in RLA, 19.5% in Mathematics, and 15.3% in Science -- meaning fewer than 1 in 3 at-risk students is meeting grade-level expectations in any core subject.
Root Cause: MTSS Tier 2/3 academic intervention system is not being implemented with sufficient intensity or fidelity for the at-risk population.

Problem Statement 5 (Prioritized): Across every demographic group, STAAR Math Meets rates are 7-20 percentage points below RLA Meets rates. District-wide: RLA Meets 53.5% vs. Math 39.3% -- a 14.2 pt gap.
Root Cause: Math instructional models are not yet producing adequate transfer from procedural practice to conceptual understanding and application; insufficient differentiated math support in Tier 2/3 for below-grade-level students;

Problem Statement 6 (Prioritized): Writing is the lowest-performing TELPAS domain across both grade bands: only 31.3% of K-2 EB students and 35.0% of Grades 3-12 EB

students scored at Advanced or Advanced High. In K-2, 40.3% of EB students are still rated Beginning in Writing
Root Cause: Insufficient instructional time and explicit teaching of academic writing for EB students in both bilingual and mainstream settings.

Problem Statement 7 (Prioritized): Hispanic/Latino students -- 47.7% of enrollment -- achieved STAAR Meets rates of 47.6% in RLA (5.9 pts below district), 34.2% in Mathematics (5.1 pts below), and 32.6% in Science (4.5 pts below).
Root Cause: Language barriers in academic vocabulary and content comprehension are not being systematically addressed.

Student Learning

Student Learning Summary

Hutto ISD's PK–12 academic data, spanning elementary STAAR, NWEA MAP, and mCLASS; secondary EOC and MAP growth; Emergent Bilingual (EB) TELPAS; Special Education (STAAR Alternate 2); College, Career, and Military Readiness (CCMR); Career and Technical Education (CTE) certifications; and instructional technology usage, shows a district with clear, replicable strengths and a set of specific, well-defined areas of focus for 2026-2027. Several patterns recur across multiple data sources, which gives the district strong clarity about where to concentrate resources and support.

The most consistently documented pattern is growth at key transition points. Grade 4 shows up across four independent measures — STAAR proficiency, STAAR Masters-level depth, STAAR growth trend, and NWEA MAP growth — as the grade level where the most focused support could have the broadest impact; Math Did-Not-Meet has remained elevated for three years (33%→39%→38%), and RLA Masters-level performance dropped from 27% to 14% before recovering partially to 18%. A similar pattern appears in secondary Math: Grade 7 Math pass rates have moved from 40% to 38% to 36% over three years, and that same cohort's Grade 8 Math pass rate moved from 71% to 63% in a single year. Campus-level pass rates for Grade 7 Math currently range from the high 30s to under 20%, even among campuses serving similar student populations, which is data the district can use to identify and share effective practices across campuses.

A second theme is an opportunity to strengthen academic writing instruction districtwide, a pattern that appears consistently across three separate data sources. Elementary RLA Masters-level performance moved down across Grades 3–5 (for example, Grade 4 from 27% to 18%). At the secondary level, English II pass rates moved from 75% to 70% to 68% over three years, connected in part to extended constructed response scores, where a substantial share of attempts did not earn credit. EB students' TELPAS data shows writing as their most room-for-growth domain districtwide (68.6% at Beginner/Intermediate, compared to only 40.4% in Listening, their strongest domain). Across all three data sets, the same opportunity emerges: building shared, district-provided writing tools, routines, and professional learning so instruction is more consistent from classroom to classroom.

A third theme concerns outcomes for students receiving special education and English learner services, who show meaningful gaps compared to district averages across several measures. SpED students' EOC pass rates and the SPED graduation rate (76.1%, compared to the state's 80% threshold) point to an opportunity to strengthen consistency of specially designed instruction and IEP goal alignment to grade-level standards. Currently served EB students' Social Studies and Math pass rates trail their Bilingual Education peers by a meaningful margin — though notably, EB students who have exited services go on to pass at 87–96% across content areas, a strong indicator that the district's language-acquisition model is effective, with the greatest opportunity being continued support for students still actively receiving services, particularly at the secondary level where TELPAS growth is lowest in Grades 7–9.

A fourth theme is CCMR completion relative to the district's 86% goal. With 233 students (31.4%) currently identified as CCMR-ready for the Class of 2027, the district has an opportunity to move from periodic to continuous progress monitoring, connect data currently housed across multiple platforms into a shared view, and expand the number of students earning qualifying AP scores alongside the district's other active pathways (TSI, dual credit, CTE, and IBCs).

Finally, a shared, district-level opportunity runs across technology use, CTE certification systems, and program-monitoring practices generally: several programs and practices — including Algebra I at both levels, specific CTE certification pathways, and elements of the district's instructional technology adoption — already demonstrate strong, sustainable outcomes. The district's opportunity is to study what is working in these areas and build the coaching, walkthrough, and monitoring structures needed to extend those same practices with consistency across every campus and program.

Across every one of these areas, the underlying data also points to real strength: the Algebra I program at both middle and high school, Grades 1–2 early growth, several CTE programs with full certification attainment among completers, and a three-year upward trend in elementary Math Masters-level performance all show that when systems, coaching, and expectations are aligned, Hutto ISD's students and staff respond quickly and substantially. These successes are the district's best evidence for what to build on districtwide.

Student Learning Strengths

- Middle school Algebra I pass rates run 92–99% across all three campuses; high school Algebra I has posted 99–100% pass rates for three consecutive years, with 75–84% of students reaching Masters — proof that the accelerated pathway, when well-supported, works.
- Elementary Math Masters-level performance is climbing even as overall proficiency struggles. Grade 3 Math Masters rose from 11% to 19% to 20% over three years; Grade 4 Math Masters rose from 16% to 18% to 19% — the district's top-performing math students are growing in the very grade where overall proficiency is weakest.
- Grades 1–2 post the strongest NWEA MAP growth of any elementary band, peaking at Grade 2 (59% Reading, 67% Math), and Grade 7–8 RLA showed a strong single-year districtwide recovery (Grade 7 to 77%, Grade 8 to 79–81%).
- Reclassified English Learners thrive academically, passing at 87–96% across Math, RLA, Science, and Social Studies — the strongest performance of any EB subgroup, and validation that the district's language-acquisition model produces results once support concludes.
- Several CTE programs have fully solved certification attainment. Animal Science, Graphic Design & Interactive Media, Digital Communications, and Automotive all post 100% IBC attainment among completers, and an established network of work-based learning partners is already active across guest speakers, job shadowing, practicums, and paid placements.
- Special education instructional resource utilization improved dramatically, with "students seated" usage of the ULS curriculum system rising from 20% of teachers (2024-25) to 100% (2025-26).
- Core instructional technology platforms are broadly adopted and now centrally monitored. IXL, Zearn, Amira, and MATHia collectively reach thousands of active users, and the new ClassLink Analytics+ system (launched February 2026) gives the district its first centralized, cross-platform usage picture.
- Multiple CCMR pathways are functioning simultaneously. Over 300 students demonstrate ELAR readiness and 200+ demonstrate math readiness, and students are actively engaging TSI, AP, dual credit, and CTE routes rather than relying on one measure alone.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math achievement declines at key transition years -- most notably Grade 4 and the Grade 7-to-8 span -- as shown consistently across STAAR proficiency, Masters-level depth, and NWEA MAP growth data.
Root Cause: Vertical alignment and pacing across grade-band transitions are not yet fully consistent, and effective practices found at some campuses have not yet been identified and shared districtwide.

Problem Statement 2 (Prioritized): Academic writing is a shared area for growth across the district, appearing consistently in elementary RLA Masters-level trends, secondary English II/ECR performance, and EB TELPAS writing data.
Root Cause: District-provided writing tools, common routines, and structured professional learning are not implemented with fidelity across all campuses, so writing instruction varies by classroom and campus.

Problem Statement 3 (Prioritized): Students receiving special education and English learner services show meaningful gaps compared to district averages, most visibly in SpED EOC pass rates, the SPED graduation rate, and EB pass rates relative to Bilingual Education peers.
Root Cause: Specially designed instruction and EB sheltered-instruction practices are not yet implemented with full consistency across campuses, and assessment data is not yet consistently connected to IEP goal-setting and instructional planning.

Problem Statement 4 (Prioritized): Strong practices in specific programs and systems -- including CTE certification pathways, certification testing platforms, work-based learning tracking, and instructional technology use (~63% purposeful-use rate) -- have not yet been extended consistently districtwide.
Root Cause: Coaching, monitoring, and follow-up systems exist but are not yet applied with the same consistency across every campus and program.

Problem Statement 5 (Prioritized): CCMR completion has room to grow relative to the district's 86% goal.
Root Cause: CCMR progress is monitored periodically rather than continuously, with data spread across multiple platforms, intervention ownership not yet clearly assigned, and AP coursework not yet fully converting into qualifying exam scores.

District Processes & Programs

District Processes & Programs Summary

Hutto ISD's Talent and Management and Personnel Support plays a central role in recruiting, hiring, developing, and retaining high-quality educators across the district. Through a structured and proactive hiring process, intentional new employee onboarding, mentorship programming, and ongoing professional development, the TMPS team works to ensure that staff are set up for success from day one and supported throughout their careers. Evaluation systems such as T-TESS and locally developed evaluation tools provide a framework for growth and accountability. Collectively, these programs and processes reflect the district's commitment to building a strong, mission-aligned workforce that is equipped to meet the diverse needs of Hutto ISD students.

Comprehensive training for campuses to include non-campus administration and departments would enhance school safety. Training would allow for non-campus-based staff to become more familiar with Standard Response Protocol and the use of Centegix for our Silent Panic Alert Technology. Training to ensure effective use of the Centegix Alert System and familiarity with Standard Response Protocol would benefit all staff. Review of the Campus Safety Plans are updated for the 26-27 School Year. Orientation conference to be held with new campus administration.The cross-coordination and collaboration of ISD PD and District Safety Staff during Standard Response Protocol Drills. Specifically, Lockdown drills are scheduled in advance to ensure coordination between ISD PD and District Safety Staff.

District Processes & Programs Strengths

- A structured, year-round teacher recruitment and screening process that includes university career fairs, a district-hosted career fair, and active outreach through social media and professional platforms.
- A clearly defined hiring workflow supported by a flowchart and principal access to recruiting and screening tools through Frontline.
- A comprehensive New Employee Orientation (NEO) program that connects new hires with HR, Payroll, Technology, and Benefits teams at the start of their employment.
- A mentor program for first and second year teachers that requires mentors to meet TEA's highly qualified teacher standard with a minimum of three years of teaching experience.
- T-TESS calibration training for campus administrators to promote consistent, data-informed evaluation practices aligned to student outcomes.
- A comprehensive supervisor toolbox that streamlines repetitive processes and promotes efficiency, consistency, and productivity by providing quick access to essential guides, templates, and tools for common tasks.
- Growth plan framework to support struggling teachers with structured intervention and documentation.
- The rollout of Progressive Discipline has established a clear and consistent framework for employee conduct, promoting transparency and accountability across the district.
- Regular professional development provided to district and instructional leaders through leadership development meetings.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): While teachers are hired based on certification requirements and experience. Additionally, staff who are working toward certification or who need additional support may not have consistent access to wrap-around services that bridge district-level resources with campus-level support.
Root Cause: The current hiring and placement process relies primarily on certification as the determining factor for classroom assignment. The coordination between district support systems and campus-level intervention for certification attainment and instructional support lacks consistency across campuses.

Problem Statement 2 (Prioritized): Staff understanding of and engagement with staff feedback methods vary across campuses and the district, and a meaningful segment of staff report that their feedback is collected but not acted upon. This perception undermines trust in the survey process and reduces the likelihood of authentic future participation.
Root Cause: While the district solicits staff feedback and utilizes multiple data points, there is no standardized district-wide approach to closing the feedback loop, communicating back to staff what was heard, what decisions were made, and why.

Problem Statement 3 (Prioritized): Current recruitment efforts, while active, may not be reaching a sufficiently broad or diverse pool of qualified candidates to meet the district's growing staffing needs.
Root Cause: Recruitment efforts are concentrated around predictable seasonal timelines and traditional channels. Emerging or non-traditional pipelines -- such as grow-your-own programs, alternative certification partnerships, or targeted outreach to underrepresented candidate pools -- may not yet be fully developed.

Perceptions

Perceptions Summary

Hutto ISD enters this planning cycle with significant strengths alongside clearly identified opportunities for growth. Staff consistently describe a strong sense of pride, belonging, and shared purpose rooted in the district's Hippo culture, with employees across roles citing Hutto's close-knit community and collaborative environment as defining strengths they value and want to preserve as the district grows. Community and family engagement systems are well established, particularly at the elementary level; staff reports strong perceptions of safety, restorative practices continue to reduce conflict; and ParentSquare has created nearly universal communication reach. At the same time, district data highlights several persistent challenges: family engagement declines significantly at the secondary level, achievement, attendance, and discipline gaps remain consistent across student groups, and inconsistent communication about how staff feedback informs decisions has diminished trust and engagement in the district's continuous improvement process. As the district continues to expand community partnerships and program opportunities, the work ahead is to preserve its strong culture while strengthening instructional coherence, targeted supports, and transparent communication that builds confidence among staff, students, and families.

Perceptions Strengths

- Elementary family experience scores range from 92–98 districtwide, reflecting strong campus culture and communication at the PK–5 level.
- Staff rate safety at 84%, the highest category and stable year-over-year. School Leadership improved 9 points and Well-Being improved 5 points from the prior year.
- Restorative practices are working: mutual combat incidents dropped 59% and physical aggression dropped 28% over two years.
- ParentSquare maintains a 99.6% contact rate with multilingual auto-translation, reaching families regardless of language background.
- Community partnership revenue grew from $6,570 in 2023 to $30,095 in 2025, with new CTE pathways in health services, robotics, and digital media expanding employer engagement.
- The district graduation rate of 93.6% (Class of 2024) exceeds state and Region 13 averages.
- Attendance districtwide sits at 94.2%, above the state rate of 93.9%.
- There is a strong sense of Hippo Nation identity and pride. This is the single most cited positive note in the end-of-year survey by staff across every role, campus, and experience level. The Hippo identity (the mascot, the pride, the sense of shared mission) creates a genuine sense of belonging that staff describes as unlike anything they have experienced in other districts.
- Peer relationships and grade-level or department teams are cited more frequently than almost any other factor as the primary source of daily satisfaction and the main reason staff stay. The strength of peer relationships across the district is a genuine asset that can be intentionally supported through protected collaboration time, PLC structures, and cross-campus connection opportunities.
- Love of students and the sense of purpose that comes from serving them is a powerful and consistent positive cited across every role in the district. Teachers, paraprofessionals, counselors, nutrition workers, crossing guards, transportation staff, and early childhood employees all express deep satisfaction from their relationships with students. This shared sense of purpose is one of Hutto's most durable strengths and should be regularly affirmed and celebrated by district leadership.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Secondary School engagement and family trust continue to decline. Family engagement survey scores average 54-60% across secondary campuses.
Root Cause: Secondary instructional and family engagement systems have not yet evolved to meet the developmental and academic needs of secondary students, resulting in lower academic engagement and weaker family partnerships.

Problem Statement 2 (Prioritized): Achievement gaps persist for Special Education, economically disadvantaged, Black/African American, and Hispanic students.
Root Cause: A lack of consistent, high-quality instructional support and access to rigorous learning opportunities has limited academic growth for historically underserved student groups.

Problem Statement 3 (Prioritized): Disproportionate discipline referrals persist for Hispanic and Black/African American students.
Root Cause: Behavior support systems and discipline practices are not consistently implemented or monitored to ensure equitable outcomes across student groups.

Problem Statement 4 (Prioritized): Stakeholder engagement is inconsistent across the district, as parents, staff, and community members do not consistently understand or participate in feedback opportunities. Many stakeholders perceive that their input is collected but not meaningfully used to inform decisions, resulting in decreased trust, lower participation, and weaker partnerships between the district and its stakeholders.
Root Cause: The district lacks a consistent, transparent feedback system that clearly communicates how stakeholder input is collected, analyzed, shared, and used to drive decisions. As a result, stakeholders do not see evidence that their voices influence district or campus improvements, reducing confidence in the feedback process and future engagement.

Problem Statement 5 (Prioritized): Staff report increasing burnout due to heavy workloads, limited planning time, staffing shortages, and insufficient wellness supports, contributing to lower morale, increased stress, and potential impacts on retention and effectiveness.
Root Cause: District systems have not kept pace with increasing staff demands. Limited protected planning time, chronic staffing challenges, and reduced access to wellness resources have contributed to sustained stress and the perception that employee well-being is not adequately prioritized.

Priority Problem Statements

Problem Statement 1: Achievement gaps persist for Special Education, economically disadvantaged, Black/African American, and Hispanic students.

Root Cause 1: A lack of consistent, high-quality instructional support and access to rigorous learning opportunities has limited academic growth for historically underserved student groups.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Disproportionate discipline referrals persist for Hispanic and Black/African American students.

Root Cause 2: Behavior support systems and discipline practices are not consistently implemented or monitored to ensure equitable outcomes across student groups.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Math achievement declines at key transition years -- most notably Grade 4 and the Grade 7-to-8 span -- as shown consistently across STAAR proficiency, Masters-level depth, and NWEA MAP growth data.

Root Cause 3: Vertical alignment and pacing across grade-band transitions are not yet fully consistent, and effective practices found at some campuses have not yet been identified and shared districtwide.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Academic writing is a shared area for growth across the district, appearing consistently in elementary RLA Masters-level trends, secondary English II/ECR performance, and EB TELPAS writing data.

Root Cause 4: District-provided writing tools, common routines, and structured professional learning are not implemented with fidelity across all campuses, so writing instruction varies by classroom and campus.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students receiving special education and English learner services show meaningful gaps compared to district averages, most visibly in SpED EOC pass rates, the SPED graduation rate, and EB pass rates relative to Bilingual Education peers.

Root Cause 5: Specially designed instruction and EB sheltered-instruction practices are not yet implemented with full consistency across campuses, and assessment data is not yet consistently connected to IEP goal-setting and instructional planning.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Strong practices in specific programs and systems -- including CTE certification pathways, certification testing platforms, work-based learning tracking, and instructional technology use (~63% purposeful-use rate) -- have not yet been extended consistently districtwide.

Root Cause 6: Coaching, monitoring, and follow-up systems exist but are not yet applied with the same consistency across every campus and program.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: CCMR completion has room to grow relative to the district's 86% goal.

Root Cause 7: CCMR progress is monitored periodically rather than continuously, with data spread across multiple platforms, intervention ownership not yet clearly assigned, and AP coursework not yet fully converting into qualifying exam scores.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Problem Statement: Special Education students achieved STAAR Meets rates of 16.6% in RLA, 14.0% in Mathematics, and 14.2% in Science -- all below 17%, compared to 53.5%, 39.3%, and 37.1% for All Students.

Root Cause 8: IEP goals not sufficiently aligned to grade-level standards; inadequate access to inclusive, co-taught instruction in general education settings; behavioral supports (BIPs) not effectively reducing discipline incidents that pull students from instruction; attendance barriers not being addressed within the IEP process; and insufficient progress monitoring tied to grade-level academic targets rather

Problem Statement 8 Areas: Demographics

Problem Statement 9: Emergent Bilingual Students' academic output lags significantly: STAAR Meets rates are 37.5% in RLA, 31.1% in Mathematics, and only 19.9% in Science -- 16, 8.2, and 17.2 points below the district average. NWEA MAP Spring places EB students at the 39.3th national percentile in Reading with only 14.8% projected at Meets+ -- the lowest of any tracked demographic group.

Root Cause 9: A gap between strong oral/receptive language development and academic literacy in reading and writing and insufficient sheltered content instruction and language scaffolding in content-area classrooms.

Problem Statement 9 Areas: Demographics

Problem Statement 10: African American students achieved STAAR Meets rates of 46.0% in RLA, 29.2% in Mathematics, and 22.6% in Science -- 7.5, 10.1, and 14.5 percentage points below the district average, respectively

Root Cause 10: Academic gaps not being identified and addressed early through MTSS Tier 2/3 academic supports.

Problem Statement 10 Areas: Demographics

Problem Statement 11: At-Risk students achieved STAAR Meets rates of 30.4% in RLA, 19.5% in Mathematics, and 15.3% in Science -- meaning fewer than 1 in 3 at-risk students is meeting grade-level expectations in any core subject.

Root Cause 11: MTSS Tier 2/3 academic intervention system is not being implemented with sufficient intensity or fidelity for the at-risk population.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Writing is the lowest-performing TELPAS domain across both grade bands: only 31.3% of K-2 EB students and 35.0% of Grades 3-12 EB students scored at Advanced or Advanced High. In K-2, 40.3% of EB students are still rated Beginning in Writing

Root Cause 12: Insufficient instructional time and explicit teaching of academic writing for EB students in both bilingual and mainstream settings.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Hispanic/Latino students -- 47.7% of enrollment -- achieved STAAR Meets rates of 47.6% in RLA (5.9 pts below district), 34.2% in Mathematics (5.1 pts below), and 32.6% in Science (4.5 pts below).

Root Cause 13: Language barriers in academic vocabulary and content comprehension are not being systematically addressed.

Problem Statement 13 Areas: Demographics

Problem Statement 14: While teachers are hired based on certification requirements and experience. Additionally, staff who are working toward certification or who need additional support may not have consistent access to wrap-around services that bridge district-level resources with campus-level support.

Root Cause 14: The current hiring and placement process relies primarily on certification as the determining factor for classroom assignment. The coordination between district support systems and campus-level intervention for certification attainment and instructional support lacks consistency across campuses.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 15: Staff understanding of and engagement with staff feedback methods vary across campuses and the district, and a meaningful segment of staff report that their feedback is collected but not acted upon. This perception undermines trust in the survey process and reduces the likelihood of authentic future participation.

Root Cause 15: While the district solicits staff feedback and utilizes multiple data points, there is no standardized district-wide approach to closing the feedback loop, communicating back to staff what was heard, what decisions were made, and why.

Problem Statement 15 Areas: District Processes & Programs

Problem Statement 16: Current recruitment efforts, while active, may not be reaching a sufficiently broad or diverse pool of qualified candidates to meet the district's growing staffing needs.

Root Cause 16: Recruitment efforts are concentrated around predictable seasonal timelines and traditional channels. Emerging or non-traditional pipelines -- such as grow-your-own programs, alternative certification partnerships, or targeted outreach to underrepresented candidate pools -- may not yet be fully developed.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: Secondary School engagement and family trust continue to decline. Family engagement survey scores average 54-60% across secondary campuses.

Root Cause 17: Secondary instructional and family engagement systems have not yet evolved to meet the developmental and academic needs of secondary students, resulting in lower academic engagement and weaker family partnerships.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: Stakeholder engagement is inconsistent across the district, as parents, staff, and community members do not consistently understand or participate in feedback opportunities. Many stakeholders perceive that their input is collected but not meaningfully used to inform decisions, resulting in decreased trust, lower participation, and weaker partnerships between the district and its stakeholders.

Root Cause 18: The district lacks a consistent, transparent feedback system that clearly communicates how stakeholder input is collected, analyzed, shared, and used to drive decisions. As a result, stakeholders do not see evidence that their voices influence district or campus improvements, reducing confidence in the feedback process and future engagement.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Staff report increasing burnout due to heavy workloads, limited planning time, staffing shortages, and insufficient wellness supports, contributing to lower morale, increased stress, and potential impacts on retention and effectiveness.

Root Cause 19: District systems have not kept pace with increasing staff demands. Limited protected planning time, chronic staffing challenges, and reduced access to wellness resources have contributed to sustained stress and the perception that employee well-being is not adequately prioritized.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: Across every demographic group, STAAR Math Meets rates are 7-20 percentage points below RLA Meets rates. District-wide: RLA Meets 53.5% vs. Math 39.3% -- a 14.2 pt gap.

Root Cause 20: Math instructional models are not yet producing adequate transfer from procedural practice to conceptual understanding and application; insufficient differentiated math support in Tier 2/3 for below-grade-level students;

Problem Statement 20 Areas: Demographics

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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 diagnostic reading assessment data
- Local benchmark or common assessments data

- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- STEM and/or STEAM data
- Pregnancy and related services data
- Graduation plan types
- Foster Care 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
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent and community partnership data
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Action research results
- Horizontal and vertical team alignments processes
- Technology and resource allocation data
- Enrichment course/materials
- Scope and Sequence; Pacing Guides; and Other Focus Documents

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 from 48% to 52%.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Implement a PLC Leadership Training series to strengthen instructional leadership and collaborative teams. **Strategy's Expected Result/Impact:** PLCs will use STAAR data, TEKS-aligned common formative assessments, and student-by-student progress monitoring to identify learning gaps, monitor growth, evaluate the effectiveness of instruction and interventions, and adjust instruction to improve outcomes for Special Education (45% Approaches), economically disadvantaged, Black/African American, and Hispanic students. **Staff Responsible for Monitoring:** Executive Directors of School Leadership **Problem Statements:** Student Learning 2 **Funding Sources:** Lead4Ward, LLC - Title II, Part A - (6300) Supplies and Materials - $732.42				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Audit Grade 3-to-4 math curriculum and pacing to identify prerequisite skill gaps driving the transition decline. **Strategy's Expected Result/Impact:** Grade 4 teachers and district leaders have a documented set of curriculum and pacing adjustments targeting the specific skills driving the transition decline. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 1 - Perceptions 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Ensure Grade 4 teachers receive each incoming student's Grade 3 STAAR and MAP data before the first week of school. **Strategy's Expected Result/Impact:** Grade 4 teachers can build differentiated small-group instruction from day one, rather than waiting for new diagnostic data. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Hold BOY, MOY, and EOY data-review checkpoints specifically for Grade 4 Math to monitor whether the transition gap is closing. **Strategy's Expected Result/Impact:** District and campus leaders have three formal checkpoints per year to confirm progress and adjust coaching support. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Use the Carnegie Learning LASO LIFT Needs Assessment (May/June) to pinpoint campus-specific pacing, staffing, and Grade 6-to-7 transition factors driving the Grade 7 Math decline. **Strategy's Expected Result/Impact:** Each middle school campus has a documented set of findings that feed directly into its Year 1 LIFT Action Plan. **Staff Responsible for Monitoring:** Director of Secondary Academics **Problem Statements:** Student Learning 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Make Grade 7 Math the first-priority focus of RBIS training, with embedded coaching support so every student in the Did-Not-Meet band has a documented, TEKS-aligned intervention plan by the second week of school. **Strategy's Expected Result/Impact:** Every Grade 7 Math student below the Approaches threshold has an individualized, standards-aligned intervention plan in place within the first two weeks of school. **Staff Responsible for Monitoring:** Director of Secondary Academics **Problem Statements:** Student Learning 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Conduct monthly Carnegie Learning Leadership Walks and quarterly PLC observations focused specifically on Grade 7 Math instruction, with findings reviewed at BOY, MOY, and EOY Performance Management Step Backs. **Strategy's Expected Result/Impact:** District leadership has ongoing, campus-level visibility into Grade 7 Math instructional quality and can adjust support in-year rather than waiting for STAAR results. **Staff Responsible for Monitoring:** Director of Secondary Academics **Problem Statements:** Student Learning 1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Use the district's HQIM-aligned Observation and Feedback tools and calibration cycles to structure Grade 8 Math and Algebra I co-planning. **Strategy's Expected Result/Impact:** Coaches and campus leaders identify skill gaps that predict Algebra I struggle earlier in the year, before they surface in EOC results. **Staff Responsible for Monitoring:** Director of Secondary Academics **Problem Statements:** Student Learning 1				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Develop and distribute district-provided writing tools (sentence frames, anchor papers, common rubrics) and instructional routines for elementary RLA writing instruction. **Strategy's Expected Result/Impact:** Writing instruction becomes more consistent from classroom to classroom, supporting improved elementary master's-level RLA performance. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Demographics 6 - Student Learning 2				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Implement the three-phase English II curriculum revision sequence (verb tense/voice and audience analysis; synthesis, revision, and genre instruction; inference and connotative meaning) across all four units. **Strategy's Expected Result/Impact:** English II ECR performance improves, addressing the extended constructed response weakness driving the three-year English II decline. **Staff Responsible for Monitoring:** Director of Secondary Academics **Problem Statements:** Student Learning 2				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: Establish a protocol for English I teachers to formally communicate each student's writing skill level and specific gaps to their English II teacher. **Strategy's Expected Result/Impact:** English II teachers begin the year with documented writing-skill context for every student, reducing the number of students arriving without a writing foundation. **Staff Responsible for Monitoring:** Director of Secondary Academics **Problem Statements:** Student Learning 2				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Provide regularly scheduled, district-led professional development on scaffolded writing instruction for EB students. **Strategy's Expected Result/Impact:** Teachers districtwide have consistent access to EB writing strategies, supporting improved TELPAS writing composite scores. **Staff Responsible for Monitoring:** Director of Bilingual Services **Problem Statements:** Student Learning 2				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13: Create curriculum implementation guides outlining required resources, instructional routines, pacing, and progress-monitoring expectations for LID-assigned curriculum. **Strategy's Expected Result/Impact:** Campuses have a shared, documented standard for LID curriculum implementation, reducing variability in specially designed instruction. **Staff Responsible for Monitoring:** Director of Special Education **Problem Statements:** Student Learning 3				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 14: Train campus administrators on quality indicators of effective LID classrooms and equip them with walkthrough look-fors and feedback protocols specific to specialized instruction. Expected Result/Impact: Administrators can identify and coach toward high-quality specially designed instruction during regular walkthroughs. **Strategy's Expected Result/Impact:** Administrators can identify and coach toward high-quality specially designed instruction during regular walkthroughs. **Staff Responsible for Monitoring:** Director of Special Education **Problem Statements:** Student Learning 3				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 15: Conduct routine joint walkthroughs by Special Education leadership, Deans, Assistant Principals, and campus instructional leaders using a common observation tool. **Strategy's Expected Result/Impact:** Walkthrough trends identify district-wide professional learning needs and campus-specific supports, with a documented coaching and accountability cycle. **Staff Responsible for Monitoring:** Director of Special Education **Problem Statements:** Demographics 1 - Student Learning 3				

Strategy 16 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 16: Deliver district-led professional learning for secondary EB-serving teachers on Seidlitz Sheltered Instruction and CBLI, structured as a multi-session sequence across the year. **Strategy's Expected Result/Impact:** Secondary content-area teachers apply consistent, research-based language-development practices, supporting improved EB reading and TELPAS growth. **Staff Responsible for Monitoring:** Director of Bilingual Services **Problem Statements:** Student Learning 3				

Strategy 17 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 17: Create and distribute an EB instructional look-for checklist aligned to Seidlitz/CBLI practices, framed as a support tool rather than an evaluation instrument. **Strategy's Expected Result/Impact:** Campus leaders have a shared, non-evaluative tool to identify and support EB instructional practice during walkthroughs. **Staff Responsible for Monitoring:** Director of Bilingual Services **Problem Statements:** Demographics 2 - Student Learning 3				

Strategy 18 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 18: Develop a Long-Term English Learner identification and intervention pathway for grades 6-12. **Strategy's Expected Result/Impact:** Students at risk of LTEL status are identified earlier and receive a defined intervention pathway, supporting improved secondary TELPAS growth. **Staff Responsible for Monitoring:** Director of Bilingual Services **Problem Statements:** Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Problem Statement: Special Education students achieved STAAR Meets rates of 16.6% in RLA, 14.0% in Mathematics, and 14.2% in Science -- all below 17%, compared to 53.5%, 39.3%, and 37.1% for All Students. **Root Cause**: IEP goals not sufficiently aligned to grade-level standards; inadequate access to inclusive, co-taught instruction in general education settings; behavioral supports (BIPs) not effectively reducing discipline incidents that pull students from instruction; attendance barriers not being addressed within the IEP process; and insufficient progress monitoring tied to grade-level academic targets rather
Problem Statement 2: Emergent Bilingual Students' academic output lags significantly: STAAR Meets rates are 37.5% in RLA, 31.1% in Mathematics, and only 19.9% in Science -- 16, 8.2, and 17.2 points below the district average. NWEA MAP Spring places EB students at the 39.3th national percentile in Reading with only 14.8% projected at Meets+ -- the lowest of any tracked demographic group. **Root Cause**: A gap between strong oral/receptive language development and academic literacy in reading and writing and insufficient sheltered content instruction and language scaffolding in content-area classrooms.
Problem Statement 6: Writing is the lowest-performing TELPAS domain across both grade bands: only 31.3% of K-2 EB students and 35.0% of Grades 3-12 EB students scored at Advanced or Advanced High. In K-2, 40.3% of EB students are still rated Beginning in Writing **Root Cause**: Insufficient instructional time and explicit teaching of academic writing for EB students in both bilingual and mainstream settings.
Student Learning
Problem Statement 1: Math achievement declines at key transition years -- most notably Grade 4 and the Grade 7-to-8 span -- as shown consistently across STAAR proficiency, Masters-level depth, and NWEA MAP growth data. **Root Cause**: Vertical alignment and pacing across grade-band transitions are not yet fully consistent, and effective practices found at some campuses have not yet been identified and shared districtwide.
Problem Statement 2: Academic writing is a shared area for growth across the district, appearing consistently in elementary RLA Masters-level trends, secondary English II/ECR performance, and EB TELPAS writing data. **Root Cause**: District-provided writing tools, common routines, and structured professional learning are not implemented with fidelity across all campuses, so writing instruction varies by classroom and campus.
Problem Statement 3: Students receiving special education and English learner services show meaningful gaps compared to district averages, most visibly in SpED EOC pass rates, the SPED graduation rate, and EB pass rates relative to Bilingual Education peers. **Root Cause**: Specially designed instruction and EB sheltered-instruction practices are not yet implemented with full consistency across campuses, and assessment data is not yet consistently connected to IEP goal-setting and instructional planning.
Perceptions
Problem Statement 2: Achievement gaps persist for Special Education, economically disadvantaged, Black/African American, and Hispanic students. **Root Cause**: A lack of consistent, high-quality instructional support and access to rigorous learning opportunities has limited academic growth for historically underserved student groups.

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

Performance Objective 2: Students in grade 3 will increase from 47% to 53% of students achieving at 'meets' or higher on math STAAR assessments and from 54% to 58% on the reading STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Examine which instructional practices drove the 2025 Grade 3 RLA gains, determine whether they were sustained or discontinued in 2026, and restore any that were discontinued districtwide. **Strategy's Expected Result/Impact:** Grade 3 RLA pass rates recover toward 2025 levels by reinstating practices with a documented track record of success. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Verify that all K-3 teachers of reading have completed (or are actively progressing through) TEA-approved Literacy Achievement Academy training as required under HB3, and identify any teachers with outstanding requirements before the start of the school year. **Strategy's Expected Result/Impact:** All K-3 reading teachers are trained in the science of teaching reading, supporting improved Grade 3 reading STAAR performance and districtwide compliance with HB3 teacher-training requirements. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 2 **Funding Sources:** Region 13 ESC - Title III, Part A LEP - (6200) Contracted Services - $2,150, Teacher Created Materials - Title III, Part A LEP - (6300) Supplies and Materi - $1,349.50, Region 13 ESC - Title III, Part A LEP - (6300) Supplies and Materi - $1,864.56, Seidlitz - Title III, Part A LEP - (6300) Supplies and Materi - $1,409.64				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Develop and monitor individualized accelerated reading instruction plans, as required under HB3, for every K-3 student not reading at grade level based on mCLASS/TPRI or other approved reading instrument results, including required parent notification and progress updates. **Strategy's Expected Result/Impact:** Students identified as below grade level in reading receive a documented, individualized intervention plan, supporting improved Grade 3 reading STAAR proficiency and districtwide compliance with HB3 parent-notification requirements. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Develop and monitor individualized accelerated math instruction plans, as required under HB3, for every K-3 student not performing at grade level in math based on approved local or state math screener results, including required parent notification and progress updates. **Strategy's Expected Result/Impact:** Students identified as below grade level in math receive a documented, individualized intervention plan, supporting improved Grade 3 math STAAR proficiency and districtwide compliance with HB3 parent-notification requirements. **Staff Responsible for Monitoring:** Director of elementary Academics **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Math achievement declines at key transition years -- most notably Grade 4 and the Grade 7-to-8 span -- as shown consistently across STAAR proficiency, Masters-level depth, and NWEA MAP growth data. **Root Cause**: Vertical alignment and pacing across grade-band transitions are not yet fully consistent, and effective practices found at some campuses have not yet been identified and shared districtwide.
Problem Statement 2: Academic writing is a shared area for growth across the district, appearing consistently in elementary RLA Masters-level trends, secondary English II/ECR performance, and EB TELPAS writing data. **Root Cause**: District-provided writing tools, common routines, and structured professional learning are not implemented with fidelity across all campuses, so writing instruction varies by classroom and campus.

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.

High Priority

HB3 Goal

Evaluation Data Sources: Grades 1 - 9 NWEA MAP (Reading goal = 64%, Math goal = 57%)
Grades K - 2 mCLASS (69%)
PK Circle (Baseline year for new assessment)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure all students receive the academic support necessary to reach grade-level proficiency in literacy and numeracy, while actively involving families as partners in their child's educational journey through accessible digital platforms, take-home reading materials, educational games, and skill-building activities. **Strategy's Expected Result/Impact:** Students below grade level will show measurable growth in literacy and numeracy through targeted intervention. Increased family access to learning platforms and home resources will strengthen home-school connections and engagement in foundational skills. Parent surveys will reflect greater confidence supporting learning at home and improved satisfaction with communication and resource access. **Staff Responsible for Monitoring:** Director of State and Federal Programs **Problem Statements:** Demographics 3, 4, 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Conduct weekly walkthroughs using look-fors aligned to T-TESS (1.1, 1.4, 2.3, 3.1) to assess purposeful, instruction-aligned technology use. **Strategy's Expected Result/Impact:** The percentage of walkthroughs showing purposeful technology use increases toward the 90% target, tracked alongside platform usage data. **Staff Responsible for Monitoring:** Director of Instructional Technology **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Pair weekly walkthrough observation data with platform usage and progress data from ClassLink Analytics+, IXL, MATHia, Zearn, Amira, and other relevant software programs. **Strategy's Expected Result/Impact:** District and campus leaders can identify where technology use is passive versus purposeful and target coaching accordingly. **Staff Responsible for Monitoring:** Director of Instructional Technology **Problem Statements:** Student Learning 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Conduct a comparative Kindergarten-entry literacy instructional audit between the district's highest- and lowest-growth elementary campuses. **Strategy's Expected Result/Impact:** The district identifies specific instructional differences driving the 45-point spread in Kindergarten Average-or-Above growth. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Build a formal practice-transfer protocol (learning walks, coaching exchange) using the findings from the Kindergarten and Grade 1 literacy audits. **Strategy's Expected Result/Impact:** Effective instructional practices identified through the audits are formally transferred to campuses with lower growth rates. **Staff Responsible for Monitoring:** Director of Elementary Academics **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: African American students achieved STAAR Meets rates of 46.0% in RLA, 29.2% in Mathematics, and 22.6% in Science -- 7.5, 10.1, and 14.5 percentage points below the district average, respectively **Root Cause**: Academic gaps not being identified and addressed early through MTSS Tier 2/3 academic supports.

Demographics

Problem Statement 4: At-Risk students achieved STAAR Meets rates of 30.4% in RLA, 19.5% in Mathematics, and 15.3% in Science -- meaning fewer than 1 in 3 at-risk students is meeting grade-level expectations in any core subject. **Root Cause**: MTSS Tier 2/3 academic intervention system is not being implemented with sufficient intensity or fidelity for the at-risk population.

Problem Statement 7: Hispanic/Latino students -- 47.7% of enrollment -- achieved STAAR Meets rates of 47.6% in RLA (5.9 pts below district), 34.2% in Mathematics (5.1 pts below), and 32.6% in Science (4.5 pts below). **Root Cause**: Language barriers in academic vocabulary and content comprehension are not being systematically addressed.

Student Learning

Problem Statement 4: Strong practices in specific programs and systems -- including CTE certification pathways, certification testing platforms, work-based learning tracking, and instructional technology use (~63% purposeful-use rate) -- have not yet been extended consistently districtwide. **Root Cause**: Coaching, monitoring, and follow-up systems exist but are not yet applied with the same consistency across every campus and program.

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

Performance Objective 4: 86% of students will obtain their CCMR indicator.

High Priority

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: Implement strategic cohort tracking to support individual graduation plan development, scholarship application, FAFSA, and other college readiness programs **Strategy's Expected Result/Impact:** Students will have support earlier in their educational journey from teachers and counselors for successful completion of their graduation plan with attainment of a CCMR indicator. **Staff Responsible for Monitoring:** Counselors, Campus Administrators **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Offer TSI preparation embedded during the school day rather than as an optional add-on. **Strategy's Expected Result/Impact:** More students receive structured TSI preparation without relying on after-school or elective participation. **Staff Responsible for Monitoring:** Director of Future Readiness **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide multiple districtwide TSI testing windows throughout the year. **Strategy's Expected Result/Impact:** Students have more opportunities to test and retest, reducing the number who delay testing until upper grades. **Staff Responsible for Monitoring:** Director of Future Readiness **Problem Statements:** Student Learning 5				

Strategy 4 Details	Reviews			
Strategy 4: Review every student's CCMR status at least quarterly, beginning in Grade 8.	Formative			Summative
Strategy's Expected Result/Impact: CCMR monitoring shifts from reactive to continuous, catching students falling off track earlier in their high school career.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Future Readiness **Problem Statements:** Student Learning 5				

Strategy 5 Details	Reviews			
Strategy 5: Develop district and campus dashboards showing CCMR pathway completion status for every student.	Formative			Summative
Strategy's Expected Result/Impact: CCMR data is consolidated into a single, shared view rather than living across disconnected platforms.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Future Readiness **Problem Statements:** Student Learning 5				

Strategy 6 Details	Reviews			
Strategy 6: Assign a specific staff member as the intervention owner for every student not currently on track to meet a CCMR indicator.	Formative			Summative
Strategy's Expected Result/Impact: Every off-track student has clear, individual accountability for their CCMR intervention rather than diffuse departmental ownership.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Future Readiness **Problem Statements:** Student Learning 5				

Strategy 7 Details	Reviews			
Strategy 7: Increase teacher use of AP Classroom progress-check data to identify and support struggling AP students.	Formative			Summative
Strategy's Expected Result/Impact: More AP-enrolled students receive timely, data-driven intervention, increasing the number earning qualifying exam scores.	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Director of Future Readiness **Problem Statements:** Student Learning 5				

Strategy 8 Details	Reviews			
Strategy 8: Review Industry-Based Certification outcomes at least quarterly, disaggregated by program, certification, course, and teacher.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The district can identify emerging certification gaps and successes in-year rather than only after annual reporting. **Staff Responsible for Monitoring:** Director of CTE **Problem Statements:** Student Learning 4				

Strategy 9 Details	Reviews			
Strategy 9: Identify the specific practices used in programs with full completer attainment (Animal Science, Graphic Design & Interactive Media, Digital Communications, Automotive) and replicate those practices in programs with more room to grow.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Certification preparation practices proven to work in some programs are formally documented and extended to others. **Staff Responsible for Monitoring:** Director of CTE **Problem Statements:** Student Learning 4				

Strategy 10 Details	Reviews			
Strategy 10: Create a Health Science certification calendar with preparation milestones, testing windows, and intervention checkpoints.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Health Science teachers and students follow a shared, structured preparation timeline rather than an ad hoc approach. **Staff Responsible for Monitoring:** Director of CTE **Problem Statements:** Student Learning 4				

Strategy 11 Details	Reviews			
Strategy 11: Develop a district protocol for documenting certification platform technical issues, identifying affected students, and maintaining evidence.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: The district can reliably distinguish platform/technical issues from genuine student-readiness concerns in certification data. **Staff Responsible for Monitoring:** Director of CTE **Problem Statements:** Student Learning 4				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12: Develop a districtwide work-based learning coding guide and student information system workflow defining who initiates, enters, approves, verifies, and monitors each activity. **Strategy's Expected Result/Impact:** WBL participation can be accurately tracked and evaluated by the program for the first time districtwide. **Staff Responsible for Monitoring:** Director of CTE **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: Strong practices in specific programs and systems -- including CTE certification pathways, certification testing platforms, work-based learning tracking, and instructional technology use (~63% purposeful-use rate) -- have not yet been extended consistently districtwide. **Root Cause**: Coaching, monitoring, and follow-up systems exist but are not yet applied with the same consistency across every campus and program.
Problem Statement 5: CCMR completion has room to grow relative to the district's 86% goal. **Root Cause**: CCMR progress is monitored periodically rather than continuously, with data spread across multiple platforms, intervention ownership not yet clearly assigned, and AP coursework not yet fully converting into qualifying exam scores.

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

Performance Objective 5: An increase in student utilization of wrap-around services will result in measurable improvements in academics, attendance, behavior, and well-being.

High Priority

Evaluation Data Sources: Attendance Data, Skyward Discipline Data, Counselor and Health Office Visit Data, Student Climate Surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Train Campus Behavior Coordinators on referral consistency standards, including disproportionality reviews of referral data by subgroup, campus, and offense, and provide structured guidance on when restorative alternatives apply. **Strategy's Expected Result/Impact:** Overall discipline rates will improve, and the distribution of consequences will shift proportionally among student demographic groups. **Staff Responsible for Monitoring:** Campus Administrators, Director of Student Support, Director of Special Education **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Ensure a comprehensive district mental and physical health approach with a consistent counseling program, health services support, and program guidelines. **Strategy's Expected Result/Impact:** Students have access to resources to improve mental health, relationships, and academic engagement. Students across the district will use a common language for leadership through the Leader in Me curriculum. **Staff Responsible for Monitoring:** Student Support Director and Coordinators, counselors, nurses, Licensed Mental Health Professionals **Problem Statements:** Perceptions 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 3: Disproportionate discipline referrals persist for Hispanic and Black/African American students. **Root Cause**: Behavior support systems and discipline practices are not consistently implemented or monitored to ensure equitable outcomes across student groups.

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

Performance Objective 1: Retain high-performing teachers who achieve 80% or higher student growth, while providing targeted coaching, feedback, and professional learning that help every teacher grow toward that benchmark.

Evaluation Data Sources: Retention/resignation data, Screener data (MAP, mCLASS, Circle), Stay surveys, PD Surveys, Observation and Feedback data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Reframe the district's benefits package as a core component of total compensation -- not a background HR function -- and pair that messaging with proactive wellness programming to support retention of high-growth teachers **Strategy's Expected Result/Impact:** Reduced burnout. Retention of staff. **Staff Responsible for Monitoring:** TMPS, Benefits, Campus and district leaders. **Problem Statements:** District Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue and standardize our satisfaction-valuation processes to assess perceptions among staff, students, and families across departments and campuses. **Strategy's Expected Result/Impact:** Provide campus and department leaders the tools and data needed to improve culture and processes toward staff satisfaction and retention **Staff Responsible for Monitoring:** TMPS, Campus and Department Leaders **Problem Statements:** Perceptions 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Maintain a competitive compensation package for all pay groups aligned with market/regional values while also developing a strategic compensation plan for teachers and campus administrators. **Strategy's Expected Result/Impact:** Reduce the turnover rate of teacher and staff resignations **Staff Responsible for Monitoring:** TMPS, Finance, Chief of Schools **Problem Statements:** District Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

District Processes & Programs

Problem Statement 1: While teachers are hired based on certification requirements and experience. Additionally, staff who are working toward certification or who need additional support may not have consistent access to wrap-around services that bridge district-level resources with campus-level support. **Root Cause**: The current hiring and placement process relies primarily on certification as the determining factor for classroom assignment. The coordination between district support systems and campus-level intervention for certification attainment and instructional support lacks consistency across campuses.

Problem Statement 3: Current recruitment efforts, while active, may not be reaching a sufficiently broad or diverse pool of qualified candidates to meet the district's growing staffing needs. **Root Cause**: Recruitment efforts are concentrated around predictable seasonal timelines and traditional channels. Emerging or non-traditional pipelines -- such as grow-your-own programs, alternative certification partnerships, or targeted outreach to underrepresented candidate pools -- may not yet be fully developed.

Perceptions

Problem Statement 4: Stakeholder engagement is inconsistent across the district, as parents, staff, and community members do not consistently understand or participate in feedback opportunities. Many stakeholders perceive that their input is collected but not meaningfully used to inform decisions, resulting in decreased trust, lower participation, and weaker partnerships between the district and its stakeholders. **Root Cause**: The district lacks a consistent, transparent feedback system that clearly communicates how stakeholder input is collected, analyzed, shared, and used to drive decisions. As a result, stakeholders do not see evidence that their voices influence district or campus improvements, reducing confidence in the feedback process and future engagement.

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 TIA data or TIA designation.

Evaluation Data Sources: New-hire highly qualified status per TIA data; TIA data (student growth measures); staff retention data; certification data; employee satisfaction/ culture survey
New Teacher = New to profession and new to district

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Support early career teachers by providing a holistic approach and mentoring partnership to improve the longevity of educators in the profession **Strategy's Expected Result/Impact:** Effective teachers with a true impact on student learning. Retention of early-career teachers new to Hutto ISD. Building leadership capacity with veteran teachers. **Staff Responsible for Monitoring:** TMPS, Coordinator of Professional Learning **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - Title II, Part A - (6100) Payroll Costs, Mentor/New Teacher Academy Training Books - Title II, Part A - (6300) Supplies and Materials - $3,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide focused, evidence-based professional learning opportunities designed to strengthen instructional practices, address campus and district priorities, and support staff in meeting high standards of teaching and leadership. **Strategy's Expected Result/Impact:** Improved instructional practices and student achievement. (District achievement results) Enhanced staff satisfaction and retention (staff retention survey) **Staff Responsible for Monitoring:** TMPS, School leadership, Academics **Problem Statements:** District Processes & Programs 2 **Funding Sources:** 806 Technologies INC - Title II, Part A - (6200) Contracted Services - $4,600, - Title II, Part A - (6300) Supplies and Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Continue growing our own future teacher pipeline through our apprenticeship and residency program, where apprentices and residents receive ongoing, targeted professional learning opportunities that strengthen instructional practice and align with campus and district priorities, supporting our future teachers in meeting high standards of teaching and leadership. **Strategy's Expected Result/Impact:** Stronger, well-trained teachers entering our classroom. **Staff Responsible for Monitoring:** TMPS **Problem Statements:** District Processes & Programs 3				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 1: While teachers are hired based on certification requirements and experience. Additionally, staff who are working toward certification or who need additional support may not have consistent access to wrap-around services that bridge district-level resources with campus-level support. **Root Cause**: The current hiring and placement process relies primarily on certification as the determining factor for classroom assignment. The coordination between district support systems and campus-level intervention for certification attainment and instructional support lacks consistency across campuses.
Problem Statement 2: Staff understanding of and engagement with staff feedback methods vary across campuses and the district, and a meaningful segment of staff report that their feedback is collected but not acted upon. This perception undermines trust in the survey process and reduces the likelihood of authentic future participation. **Root Cause**: While the district solicits staff feedback and utilizes multiple data points, there is no standardized district-wide approach to closing the feedback loop, communicating back to staff what was heard, what decisions were made, and why.
Problem Statement 3: Current recruitment efforts, while active, may not be reaching a sufficiently broad or diverse pool of qualified candidates to meet the district's growing staffing needs. **Root Cause**: Recruitment efforts are concentrated around predictable seasonal timelines and traditional channels. Emerging or non-traditional pipelines -- such as grow-your-own programs, alternative certification partnerships, or targeted outreach to underrepresented candidate pools -- may not yet be fully developed.

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: Strengthen consistent, ongoing calibration practice among instructional leadership to close the gap between administrator ratings and TIA data-based measures, ensuring teachers are fairly and accurately recognized for classroom effectiveness **Strategy's Expected Result/Impact:** Increased confidence in T-TESS ratings and appraisers. Stronger correlation between T-TESS and student growth. Increased consistency. **Staff Responsible for Monitoring:** School Leadership, TMPS, Chief of Schools **Problem Statements:** Student Learning 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: Strong practices in specific programs and systems -- including CTE certification pathways, certification testing platforms, work-based learning tracking, and instructional technology use (~63% purposeful-use rate) -- have not yet been extended consistently districtwide. **Root Cause**: Coaching, monitoring, and follow-up systems exist but are not yet applied with the same consistency across every campus and program.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 1: Increase the number of parent respondents above the 2024-25 baseline of 928 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: Build a visible family feedback loop: develop a series of District communications to the community showcasing how parent feedback led to change. **Strategy's Expected Result/Impact:** Achieve a 10% increase in parent survey participation compared to the Fall survey baseline of 928 responses, ensuring a more representative sample of district stakeholders to inform future programming and policy adjustments. . Elaboration on implementation: To successfully increase parent survey participation, the district should adopt a multi-channel communication approach. This includes leveraging automated call-outs, SMS reminders, and social media campaigns across district platforms. Providing QR codes at major school events, parent-teacher conferences, and in high-traffic administrative areas will reduce friction for completion. Furthermore, incentivizing participation through school-level recognition or small campus-based rewards can foster a sense of community involvement and urgency, ensuring that the feedback captured is diverse and reflective of the entire student body. **Staff Responsible for Monitoring:** Director of State & Federal Programs/Executive Director of Community Relations **Problem Statements:** Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Strengthen family and community engagement by equipping staff with training, support, strategies, and resources that foster active participation and open communication with families. **Strategy's Expected Result/Impact:** Increased family participation in school activities and events (as described in PFE Playbook), improved communication between families and staff, and higher parent satisfaction with school engagement efforts as indicated on PPS. **Staff Responsible for Monitoring:** Parent and Family Engagement **Problem Statements:** Perceptions 1 **Funding Sources:** Latino Literacy Training - Title III, Part A LEP - (6400) Operating Cost - $300				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Secondary School engagement and family trust continue to decline. Family engagement survey scores average 54-60% across secondary campuses. **Root Cause**: Secondary instructional and family engagement systems have not yet evolved to meet the developmental and academic needs of secondary students, resulting in lower academic engagement and weaker family partnerships.
Problem Statement 4: Stakeholder engagement is inconsistent across the district, as parents, staff, and community members do not consistently understand or participate in feedback opportunities. Many stakeholders perceive that their input is collected but not meaningfully used to inform decisions, resulting in decreased trust, lower participation, and weaker partnerships between the district and its stakeholders. **Root Cause**: The district lacks a consistent, transparent feedback system that clearly communicates how stakeholder input is collected, analyzed, shared, and used to drive decisions. As a result, stakeholders do not see evidence that their voices influence district or campus improvements, reducing confidence in the feedback process and future engagement.

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: Create cross-departmental collaboration and partnerships to ensure a comprehensive district mental and physical health approach with a consistent counseling curriculum, health services support, and program guidelines **Strategy's Expected Result/Impact:** Students have access to resources to improve mental health, relationships, and academic engagement. Students across the district will use a common language for leadership through the Leader in Me curriculum. **Staff Responsible for Monitoring:** Student Support Team, Counselors **Problem Statements:** Perceptions 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement strategies to promote a positive school climate and increase belonging, including the Leader in Me program in grades K-8. **Strategy's Expected Result/Impact:** Students will engage in positive ways in school with increased strategies for reaction in adverse situations resulting in less discretionary behavior incidents. **Staff Responsible for Monitoring:** Student Support, Principals, Counselors **Problem Statements:** Demographics 5 - Student Learning 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Across every demographic group, STAAR Math Meets rates are 7-20 percentage points below RLA Meets rates. District-wide: RLA Meets 53.5% vs. Math 39.3% -- a 14.2 pt gap. **Root Cause**: Math instructional models are not yet producing adequate transfer from procedural practice to conceptual understanding and application; insufficient differentiated math support in Tier 2/3 for below-grade-level students;

Student Learning

Problem Statement 3: Students receiving special education and English learner services show meaningful gaps compared to district averages, most visibly in SpED EOC pass rates, the SPED graduation rate, and EB pass rates relative to Bilingual Education peers. **Root Cause**: Specially designed instruction and EB sheltered-instruction practices are not yet implemented with full consistency across campuses, and assessment data is not yet consistently connected to IEP goal-setting and instructional planning.

Perceptions

Problem Statement 5: Staff report increasing burnout due to heavy workloads, limited planning time, staffing shortages, and insufficient wellness supports, contributing to lower morale, increased stress, and potential impacts on retention and effectiveness. **Root Cause**: District systems have not kept pace with increasing staff demands. Limited protected planning time, chronic staffing challenges, and reduced access to wellness resources have contributed to sustained stress and the perception that employee well-being is not adequately prioritized.

Goal 3: Establish strategic partnerships to mobilize collective impact.

Performance Objective 3: Increase the number of active CTE and community business partnerships by 5% over the prior-year count for the 2026-2027 school year.

Evaluation Data Sources: Partnerships: Knowledge, Technical, Trade, Professional, Program
Experiences: Classroom Support, Field Experience, Student Internships, CTE Events, Program Sponsor, Advisory Boards, Program Advisor

25-26 total partnerships = 112

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The CTE Business Partner Framework will be expanded to actively recruit employers in high-growth industries aligned to new and existing CTE pathways, including health services, robotics, and digital media. **Strategy's Expected Result/Impact:** Progress will be measured through a partnership tracking system that monitors active relationships, renewal rates, and new partner acquisition on a quarterly basis, ensuring the district stays on pace toward the 5% growth target and can adjust strategy as needed. **Staff Responsible for Monitoring:** CTE **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Engage stakeholders through ongoing meetings and events to share progress, gather input, and explore opportunities for collaboration. **Strategy's Expected Result/Impact:** Increase opportunities for stakeholder participation and feedback through district events **Staff Responsible for Monitoring:** Communications and Community Relations Department **Problem Statements:** Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 4: Strong practices in specific programs and systems -- including CTE certification pathways, certification testing platforms, work-based learning tracking, and instructional technology use (~63% purposeful-use rate) -- have not yet been extended consistently districtwide. **Root Cause**: Coaching, monitoring, and follow-up systems exist but are not yet applied with the same consistency across every campus and program.

Perceptions

Problem Statement 4: Stakeholder engagement is inconsistent across the district, as parents, staff, and community members do not consistently understand or participate in feedback opportunities. Many stakeholders perceive that their input is collected but not meaningfully used to inform decisions, resulting in decreased trust, lower participation, and weaker partnerships between the district and its stakeholders. **Root Cause**: The district lacks a consistent, transparent feedback system that clearly communicates how stakeholder input is collected, analyzed, shared, and used to drive decisions. As a result, stakeholders do not see evidence that their voices influence district or campus improvements, reducing confidence in the feedback process and future engagement.

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 1: The district will receive a clean, unmodified opinion on the annual financial audit and earn a Superior Rating on the Financial Integrity Rating System of Texas (FIRST) for the 2026-2027 school year.

Evaluation Data Sources: Annual Financial Report (independent audit/AFR); TEA FIRST Rating report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Maintain continuous, ongoing monitoring and processing of financial data throughout the year so records stay audit-ready at all times. **Strategy's Expected Result/Impact:** The expected impact will result in no audit findings, more reliable monthly and quarterly reporting, and quicker response to addressing to possible budget constraints. **Staff Responsible for Monitoring:** Chief Financial Officer				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Complete monthly financial reconciliations across all funds, with discrepancies resolved before month-end close. Deliver monthly financial reports to the Board summarizing revenues, expenditures, fund balance and any variances from budget. Present quarterly financial updates and budget amendments to the Board to keep the adopted budget aligned with actual spending patterns. **Strategy's Expected Result/Impact:** Together, this sequence establishes a closed-loop financial management process: monthly reconciliation ensures the accuracy of underlying financial data, monthly reporting keeps the Board informed on a current and ongoing basis, and quarterly budget amendments formally align the adopted budget with actual spending patterns already reviewed by the Board. This structure ensures that budgeted allocations remain consistent with actual financial activity throughout the fiscal year. **Staff Responsible for Monitoring:** Chief Financial Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 2: 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: Develop and utilize an index quantifying the alignment between budget allocations and student outcomes, reviewed continuously as spending data comes in. Build a resource allocation framework that weighs financial efficiency alongside impact on student success for major budget decisions. **Strategy's Expected Result/Impact:** The index provides the ongoing measurement, and the framework provides the decision-making structure that measurement is meant to inform. The result is a budget process where allocation choices can be explained and justified in terms of student impact, not just dollars. **Staff Responsible for Monitoring:** Chief Financial Officer				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 3: The district will complete all required Tri-annual Safety Audits and TEA Safety Audits and present results to the Board of Trustees within the required timeline for the 2026-2027 school year.

Evaluation Data Sources: Tri-annual Safety Audit report; TEA Safety Audit (Sentinel reporting); Board presentation records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: The District will complete all required Door Audits and submit in TEA's Sentinel system weekly. **Strategy's Expected Result/Impact:** Ensure Compliance with TEA Safety Standards **Staff Responsible for Monitoring:** Director of Safety and Emergency Operations				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Optimize financial resources to achieve student outcomes.

Performance Objective 4: 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

Positive response rate will increase from 85% to 90%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure all Campus and District Staff receive in-depth training for Standard Response Protocol and Centegix utilization. **Strategy's Expected Result/Impact:** Improve Staff and Faculty positive perceptions and familiarity the safety procedures and practices. **Staff Responsible for Monitoring:** Assistant Superintendent of Operations				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $223,050.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Hutto ISD uses State Compensatory Education (SCE) funds to provide supplemental programs and services for students who meet one or more of the state at-risk criteria under TEC §29.081, including students at risk of dropping out of school and students who did not perform satisfactorily on a STAAR or end-of-course (EOC) assessment. SCE-funded services are provided in addition to, not in place of, the regular education program that all students receive. SCE funds support FTEs, including interventionists and DAEP staff, who provide targeted intervention. Services include small-group and individual intervention in reading and mathematics, accelerated instruction for students who did not pass STAAR or an EOC, EOC retest preparation and tutorials, credit recovery, and progress monitoring to adjust support every few weeks. Campuses identify eligible students at the beginning of the year and throughout the year, monitor their progress at least each grading period, and review results with campus at-risk coordinators. At the district level, SCE program effectiveness is evaluated annually by comparing the academic performance and dropout and completion rates of students identified as at-risk to those of all students, to close the achievement gap between the two groups.

Title I Personnel

Name	Position	Program	FTE
Gladys Aguiar Bornot	Specialist Parent Support	Title I Program	1
Hanzy Hernandez Vasquez	Emergent Bilingual Instructional Program	Title III Program	1
Rocio Lopez Ramirez	Specialist Bilingual / ESL	Title III Program	1
Stephen Balderas	Specialist Parent Support	Title I Program	1

Plan Notes

26-27 District Improvement Process

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Title I, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$110,601.86
				+/- Difference	$110,601.86

Title I, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,800.00
				+/- Difference	$6,800.00

Title I, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,000.00
				+/- Difference	$8,000.00

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	$6,000.00
				+/- Difference	$6,000.00

Title II, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1			$0.00
				Sub-Total	$0.00

Title II, Part A - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$142,000.00
				+/- Difference	$142,000.00

Title II, Part A - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	806 Technologies INC		$4,600.00
				Sub-Total	$4,600.00
				Budgeted Fund Source Amount	$4,362.03
				+/- Difference	-$237.97

Title II, Part A - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Lead4Ward, LLC		$732.42
2	2	1	Mentor/New Teacher Academy Training Books		$3,000.00
2	2	2			$0.00
				Sub-Total	$3,732.42
				Budgeted Fund Source Amount	$2,525.58
				+/- Difference	-$1,206.84

Title II, Part A - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,216.00
				+/- Difference	$3,216.00

Title III, Part A LEP- (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$110,739.60
				+/- Difference	$110,739.60

Title III, Part A LEP - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Region 13 ESC		$2,150.00
				Sub-Total	$2,150.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$2,850.00

Title III, Part A LEP - (6300) Supplies and Materi					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Seidlitz		$1,409.64
1	2	2	Teacher Created Materials		$1,349.50
1	2	2	Region 13 ESC		$1,864.56
				Sub-Total	$4,623.70
				Budgeted Fund Source Amount	$33,187.00
				+/- Difference	$28,563.30

Title III, Part A LEP - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	Latino Literacy Training		$300.00
				Sub-Total	$300.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$9,700.00

Title IV - (6100) Payroll Costs					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,543.50
				+/- Difference	$6,543.50

Title IV - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,676.00
				+/- Difference	$2,676.00

Title IV - (6300) Supplies and Materials					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,250.00
				+/- Difference	$3,250.00

Title IV - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$3,000.00

SCE - (6100) Payroll Costs: Salaries					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$1,000.00

SCE - (6100) Payroll Costs: Extra Duty					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$152,000.00
				+/- Difference	$152,000.00

SCE - (6200) Contracted Services					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$69,080.00
				+/- Difference	$69,080.00

SCE - (6400) Operating Cost					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$970.00
				+/- Difference	$970.00
				Grand Total Budgeted	$680,951.57
				Grand Total Spent	$15,406.12
				+/- Difference	$665,545.45

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 District 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