Hutto Independent School District

Hutto Virtual Academy

2026-2027 Campus Improvement Plan



Mission Statement

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

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

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

Vision

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

Value Statement

We believe...

Culture is created by all stakeholders
Learning is a combined effort.
Every student can reach personal excellence.
Academic success begins with relationships.
Ready students will fit the Hutto ISD Graduate Profile.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hutto Virtual Academy (HVA) is a tuition-free, fully virtual public school serving students in grades 6–12 across the state of Texas under the provisions of TEC Chapter 30B. Operating since 2021, HVA provides individualized pathways for students and families whose academic goals or life circumstances are better served in a flexible, self-directed learning environment.

HVA students work at their own pace within a structured online learning platform, guided by mentor teachers who maintain regular contact to monitor academic progress, social integration, and personal well-being. Each student is assigned to a mentor teacher who serves as their primary point of contact and advocate throughout their enrollment.

As a statewide virtual campus, HVA attracts a uniquely diverse population that includes students from military families requiring geographic flexibility, student-athletes with demanding competition schedules, students managing chronic illness or medical needs, learners who thrive outside a traditional school environment, and families seeking an alternative to homeschooling. This diversity of student backgrounds requires HVA to maintain a flexible, individualized approach to every aspect of the educational experience — from scheduling and pacing to communication and support services.

In 2025–2026, HVA continued its growth as an independent campus entity within Hutto ISD. Student enrollment is projected to grow in 2026–2027 as awareness of the program expands across Texas through targeted outreach and digital marketing efforts.

Demographics Strengths

HVA's statewide reach and tuition-free model make it uniquely accessible to student populations that traditional campuses cannot adequately serve. The mentor-teacher model creates meaningful, consistent adult relationships that research consistently links to student persistence and achievement. HVA's low student-to-mentor ratio ensures that each student receives individualized attention and that academic, behavioral, and personal needs are identified early.

The campus continues to attract a diverse student population reflecting a wide range of ethnic backgrounds, geographic locations, and life experiences. This diversity strengthens the HVA community and reflects its mission to serve all Texas learners.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The demographics of the teaching and mentoring staff do not fully reflect the growing diversity of the HVA student population.
Root Cause: Teaching positions are filled based on qualifications and experience. Expanding targeted recruitment pipelines to reach a more diverse candidate pool has not yet been implemented.

Student Learning

Student Learning Summary

Spring 2026 STAAR results reveal important differentiation across content areas at HVA. Biology and English I emerged as clear strengths: all students tested in Biology reached the Approaches standard (100%), with 83% meeting grade level and an average scale score of 4,247. English I similarly showed 100% Approaches, 80% Meets, 40% Masters, and an average scale score of 4,420 — the highest among all tested subjects.

U.S. History was HVA's largest tested group at 19 students, with 100% reaching Approaches but only 37% achieving Meets and 11% reaching Masters — indicating that while students are clearing the minimum threshold, deeper mastery remains a significant area of need. Algebra I represents the most urgent academic challenge: only 40% of the 5 students tested reached Approaches, with 0% achieving Meets or Masters and an average scale score of 3,424.

English II showed 100% Approaches across 9 students and 67% Meets, but 0% Masters. A sub-analysis of reporting categories reveals that writing (averaging 48% of possible points) lags behind reading (averaging 66%) — a gap that warrants targeted writing support across content areas.

Overall, 2025–2026 STAAR data reflects a campus that has made meaningful progress in ELA and Science while identifying Algebra I and U.S. History as priority focus areas for 2026–2027. The small cohort sizes (5–19 students per subject) mean that individual performance has an outsized effect on campus-level percentages, making early identification and intervention especially critical.

HVA continues to utilize Edmentum as its core online curriculum platform. Mentor teachers conduct regular mentee meetings to monitor pacing, academic progress, and individual student needs. The campus operates under a Levels system (Levels 1–4) to provide structured accountability, beginning students at Level 2 and adjusting based on demonstrated academic progress and engagement.

Student Learning Strengths

Biology and English I results demonstrate that HVA's instructional model can produce strong outcomes in writing-integrated and inquiry-based content areas. The mentor system creates the individualized touchpoints that allow staff to identify struggling students before they disengage. HVA's pacing flexibility allows students who are behind to accelerate and students who are ahead to continue without artificial barriers.

All students who tested in 2025–2026 completed their assessments — a 0% absent and 0% other rate across all subjects — reflecting strong student accountability and mentor engagement in test preparation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 40% of HVA students tested in Algebra I reached the Approaches standard, with 0% achieving Meets or Masters in Spring 2026.
Root Cause: Students enter HVA with foundational gaps in numeracy and algebraic reasoning. The asynchronous online platform does not automatically provide real-time intervention when students struggle with abstract math concepts.

Problem Statement 2: Only 37% of HVA students tested in U.S. History achieved the Meets standard, with 11% reaching Masters, despite 100% reaching Approaches.
Root Cause: Students reach the minimum threshold but lack the depth of content knowledge needed to demonstrate mastery. Writing-dependent constructed response items present a specific challenge for students who have not practiced content-area writing skills.

Problem Statement 3: English II writing performance (averaging 48% of possible writing points) significantly lags reading performance (averaging 66%).

Root Cause: Writing assignments in online modules may not provide sufficient structured feedback loops or scaffolding to develop the extended writing skills assessed on the English II EOC.

Problem Statement 4: Less than 55% of the eligible student population earned a documented CCMR indicator in 2025-2026.
Root Cause: Students enter HVA with numeracy and literacy gaps that limit their ability to pass TSI or college placement measures prior to graduation.

School Processes & Programs

School Processes & Programs Summary

HVA's instructional model centers on self-paced online learning through Edmentum, supplemented by live mentor-teacher interactions and targeted direct instruction. Mentor teachers hold regular virtual meetings with each student, monitor daily and weekly academic progress, and provide intervention support when students fall behind pace expectations.

In 2025–2026, HVA piloted biweekly subject-team PLCs to review student mastery data and refine instructional strategies. This approach showed promise by mid-year but was not sustained consistently through the end of the school year, pointing to the need for a more structured and mandatory collaboration schedule in 2026–2027.

HVA also implemented tiered interventions for students below Meets, including virtual tutoring and STAAR bootcamp sessions via IXL and Mathia. These strategies showed Considerable Progress by April reviews and will be continued and expanded in the next plan cycle. The cross-curricular writing strategy — in which all core teachers incorporate a standardized writing format aligned to EOC expectations — showed Some Progress and will be modified and strengthened in 2026–2027.

Professional development remains a key area for growth. While Edmentum platform training was accomplished by April 2026, broader instructional coaching and PD aligned to virtual-specific pedagogical strategies remained inconsistent. Establishing a structured feedback loop between teacher needs and PD offerings is a priority for 2026–2027.

School Processes & Programs Strengths

HVA's use of Edmentum provides a robust, standards-aligned curriculum that is accessible from any location and can be adapted to individual student pacing needs. The platform's built-in data reporting tools allow mentor teachers to quickly identify students who are falling behind or struggling with specific content units. The small campus size and low student-to-teacher ratio allow for rapid communication and course correction when instructional strategies are not producing desired outcomes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development is not consistently aligned to the specific instructional practices needed to support virtual learners at varying performance levels.
Root Cause: Lack of a structured, ongoing feedback loop to identify teacher PD needs and connect them to targeted training opportunities specific to virtual instruction.

Problem Statement 2: Cross-curricular writing support has not been consistently implemented across all core content areas.
Root Cause: Without dedicated planning time and coordinated expectations, individual teachers implement writing strategies inconsistently, limiting the campus-wide impact on EOC writing performance.

Perceptions

Perceptions Summary

HVA families consistently report high satisfaction with the flexibility, accessibility, and individualized nature of the program. The mentor-teacher model — which includes regular virtual check-ins, weekly progress reports to parents, and proactive outreach when concerns arise — is identified by families as the most valued feature of the HVA experience.

Parental engagement in formal governance structures, however, remains a challenge. Parent Advisory Committee (PAC) attendance and response rates to campus surveys are lower than desired, despite outreach through ParentSquare and principal communications. In 2026–2027, HVA will shift its parent engagement strategy to meet virtual families where they are — through video updates, virtual meeting options, and asynchronous engagement opportunities that acknowledge the scheduling realities of HVA families.

Student engagement survey data (Panorama) showed improvement across the 2025–2026 school year, with recognition programs, virtual community-building efforts, and mentor relationships cited as positive factors. The postcard-home strategy (positive notes sent by staff to families) showed Considerable Progress and will be continued as a low-cost, high-impact culture builder.

Staff culture at HVA reflects a team committed to continuous improvement and student-centered practice. Staff retention was 100% in 2025–2026 — a significant strength that allows for institutional continuity and deeper program development year over year.

Perceptions Strengths

The HVA community — students, families, and staff — consistently describes the program as a place where students feel seen, supported, and capable of success. Staff-to-student relationships are a distinguishing feature of HVA that families cite as a primary reason for enrollment and re-enrollment. The virtual format allows HVA to build authentic partnerships with families through technology in ways that traditional campuses cannot replicate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental participation in formal engagement opportunities (Parent Advisory Committee, campus surveys) remains lower than desired despite outreach efforts.
Root Cause: Traditional engagement formats (in-person meetings, email newsletters) do not align with the schedules and digital preferences of a fully virtual student and family population.

Priority Problem Statements

Goals

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

Performance Objective 1: HVA students will increase on-grade-level percentages in reading and math on the NWEA MAP screener.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Dedicated STAAR bootcamp/intervention sessions in Algebra I and U.S. History using IXL/Mathia and teacher-created supplemental lessons.	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Implement EOC transparency practice: students track their own progress on specific reporting categories	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Biweekly data review of Algebra I and U.S. History	Formative			Summative
	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: Domain 1 STAAR Meets or higher will increase: Algebra I from 0% to 20% and U.S. History from 37% to 50% by June 2027.

HB3 Goal

Evaluation Data Sources: STAAR

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

Performance Objective 3: Domain 2 STAAR growth in reading and math will continue to increase.

HB3 Goal

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

Performance Objective 4: The percentage of students obtaining their CCMR indicator will increase 4% to an overall score of 86%.

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.

Goal 2: Increase CCMR attainment

Performance Objective 1: CCMR attainment in grades 9-12 will increase.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: TSI offerings throughout the year, ASVAB administrations, ACT/SAT awareness.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Increase CCMR attainment

Performance Objective 2: Special education students attaining Meets or higher in STAAR will increase.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Targeted STAAR intervention for special population students in U.S. History specifically, coordinated with SPED support staff.	Nov	Feb	Apr	June

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Wrap-around services supporting the whole child

Performance Objective 1: Student engagement scores will increase on Panorama survey.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue weekly progress recognitions and monthly awards				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Wrap-around services supporting the whole child

Performance Objective 2: Increase virtual student check-in frequency through the mentor system to improve early identification of disengaging students, directly addressing the attendance/dropout risk identified in the priority problem statements.

Evaluation Data Sources: Student experience survey

Goal 4: Attract and retain high-performing talent

Performance Objective 1: Reduce turnover rate.

Strategy 1 Details	Reviews			
Strategy 1: Staff team-building meetings	Formative			Summative
	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Meaningfully engage parents and community

Performance Objective 1: Increase high-level engagement activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue FAFSA Family Night and postcard home strategy				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Hutto Virtual Academy

Total SCE Funds: $111,497.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Policies, Procedures, and Requirements

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

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