Huntsville Independent School District

Huntsville High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 07, 2026 at 11:33 AM

Mission Statement

Vision

HHS Vision- providing a culture that inspires students and staff to own their learning so they are prepared for life. Own it!

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

Huntsville High School has approximately 1845 students. Our ethnic breakdown is 26.8% African American, 36.9% Hispanic, 33.1% White, 1.0% Asian, and 2% two or more races. We are 68.8% economically disadvantaged. 62.4% of our students are considered at risk. 17.60% of our students are Emergent Bilingual. Our special education population is 14%. Our mobility rate is 13%. Our average class size breaks down as: 18/1

Strengths

The following have been identified as demographic strengths.

- Our mobility rate is 13%
- We have approximately 92% of our graduates earning their CCMR before graduation.

Needs

The following have been identified as demographics needs.

Class sizes at Huntsville High school are above the state average in all areas.

Over the last two years, the achievement gaps between ethenicitities have narrowed, but it is still an area of concern.

The dropout rate of African American students is 1.3%. We need to identify causal factors.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The dropout rate is 3.0 and the state average is 1.9. The African American (4) , Hispanic (1.8), White (3.2). African American students are higher than other demographics on our campus, and higher than the state average	Students are coming from lower grade levels with significant gaps to overcome, particularly with reading deficiencies and language barriers.
2 ★	The percentage of students graduating in 4 years is 87.3 when compared to the state average of 90.7%. African American graduation rate is 80%, Hispanic is 84% and white is 87.	There are significant learning gaps for students entering high school, and they become frustrated as they navigate course work.

★ = Priority

Student Achievement

Summary

Huntsville High School was rated a C (76) for the 2025-2026 School Year. This is a 6% increase overall.

- Student Achievement = C @ 77
- School Progress = B @ 82
- Closing the Gaps = D @ 62
- CCMR = 92
- Graduation Rate = 60

- End-of-course results indicate a need for continued staff development in Math, ELA, and Social Studies.
- We need to continue to monitor IEPs for special education students so that all students are being served.
- We are also focusing on strategic placement of our Beginning and Intermediate EL students through the addition of ELDA classes and Emergent Bilingual "cohorts".
- Based on all of the data utilized to evaluate student achievement, and the fact that more than 68% of our student population comes from low-income families, we feel that our campus could improve student academic achievement by implementing the requirements of a Title I Schoolwide program, for which our campus is now designated as Community in Schools.

Strengths

EOC/STAAR scores have shown an overall increase in performance from 37 in 2023 to 42 in 2026

Huntsville High School is continuing to improve in overall STAAR Performance.

Needs

The following student achievement needs have been identified and are listed in priority order.

- Increase Writing in all subgroups
- Increase attendance rates for students and staff
- Increase Special Ed. and Limited English proficient student scores by using best practices.
- Increase positive behavior supports to decrease the number of out of class placements

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	The percentage of students performing at meets or above has improved to 42%	There is a lack in the depth of knowledge and understanding to provide high quality instruction thats focused on growth..
2 ★	SPED and ELL student scores on English EOC/ STAAR subject areas are not performing at the state level.	Lack of training in differentiation strategies to meet the needs of the identified students.

★ = Priority

School Culture and Climate

Summary

This area was a primary focus, with intentional efforts to improve student pride and participation, teacher morale, and increase overall campus expectations. Communication was also a primary focus within the campus and with the community. The school culture had experienced a large turnover rate over the last 10 years, which contributed to many of the target areas listed above. Employee Perception Surveys are conducted annually with Human Resources. Additionally, the campus has implemented Capturing Kids' Hearts as a way to improve classroom expectations and build relationships.

90% retention rate of ALL staff

95% retention rate of NEW Teachers

Strengths

Our school culture and climate strengths include:

- Multitude of clubs and organizations
- College and career center that supports students in applying for college, scholarships, ACT, SAT, TSI, and AP / DC opportunities.
- Leadership Team
- Weekly Family Newsletters
- Weekly Staff Newsletters
- Weekly Students of the Week
- Monthly Staff of The Month
- PBIS team
- (CKH)Capturing Kids Hearts
- Walk of Champions
- Daily Announcements
- Social Media (Facebook)
- School ID's and lanyards
- Addition of a Behavior Analyst

Needs

Our school culture and climate needs include:

- Interventions for repeat offenders in both truancy and discipline
- Consistency in classroom discipline and following procedures
- Transition from MPMS to HHS

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	A large percentage of students in the truancy and discipline data are repeat offenders.	Lack of consistent monitoring and lack of early/often intervention.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Huntsville High School maintains less than a 100% certified staff. We have approximately 170 total staff members. 16% of our teachers have 11-20 years of experience. 7.5% have more than 20 years; 8.5% have 6-10 years of experience and 34.8% have 1-5 years of experience. 32.5% are first year teachers. Teachers are offered multiple opportunities for professional growth. Teacher turnover rate dropped from 25% to 10.8% for 2023.

91% retention rate of ALL staff

93% retention rate of NEW teachers

Strengths

Staff quality, recruitment, and retention strengths are:

- Professional development opportunities
- Leadership team
- Class size
- PLC planning time
- PLC support
- NEW Teacher Support Program
- Mentor teachers
- PTO celebrations, luncheons, treats, etc.
- Staff of the month
- Thank you notes
- Thank a Teacher for Community
- Student/Teacher Support Center

Needs

Staff Quality, recruitment and retention needs include:

- teacher attendance rates
- staff development for writing across the curriculum
- building relationships

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1 ★	Huntsville High School staff turnover rate has gone down from previous years, but still above 5%.	The teacher salary in Huntsville ISD remains lower than in surrounding districts & teacher support.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Huntsville High School uses the adopted district curriculum. Following the year at a glance, as the scope and sequence is non-negotiable. The Instructional Tutorials are provided before or after school. A credit recovery and credit acceleration program is in place for students who need to recover credits or pursue credits.

Huntsville High School has a dedicated period for PLC for English, Math, Science, and SS for EOC tested areas. In addition, a dedicated PLC period has been established for Algebra 2 and Geometry to support the implementation of Bluebonnett. TSI and PSAT/SAT enrichment through Mastery Prep. Placement of students working towards IBC for CTE credit in CTE classrooms during in-class and out-of-class support.

Strengths

Curriculum, Instruction and Assessment strengths are:

- Adopted bluebonnett curriculum
- Implementation of Studysync in ELA
- Purchasing of ThinkCerca for ELA
- Use of Mastery Prep for TSI, SAT/ACT
- 45 minutes each day common PLC planning within core tested subjects along with Algebra 2 and Geometry
- District learning coaches with PLCs 5x week
- Number of dual credit courses offered
- AP participation
- OnRamps Courses offered
- Universal screening for early intervention-iReady

Needs

Curriculum, Instruction and Assessment needs are:

- STAAR classes for students who need retesting but have passed the course
- Academic rigor
- stregthen the RTI process

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	The quality of lesson planning based on best practices is not consistent with non-tested subjects within same subject areas who do not meet regularly as a PLC.	Not all teachers have a common planning period to create rigorous lessons or dissagregate data as a team.
2 ★	Lessons lack academic rigor across the campus.	Teachers are struggling with the content knowledge to build high quality lessons with the curriculum that is being provided.
3 ★	The campus implementation of the RtI process that is vertically aligned is in it's infancy stages.	Teachers need additional training on the RtI process and Tier I and Tier 2 strategies.

★ = Priority

Family and Community Engagement

Summary

Parent involvement is important at the high school level. There is often a breakdown between parents, students, and teachers due to time constraints, misinformation and the mobility of our students. Staff members report that many attempts are made to contact parents, but there is either no answer or the number is out of service. Each teacher is required to communicate concerns about failing a class to parents in all classes. Huntsville High School continues a weekly page in the Huntsville Item to share high school information with the community and parents. The Principal utilizes the Thrillshare messenger system and also sends a weekly bulletin to keep parents informed and connected to their child's educational experiences. The Principal also has a Q/A segment at all PTO meetings.   Title I schools benefit when families are engaged and informed. Programs funded by CIS grants that support family engagement align with Title I's objective of involving parents and the community in the educational process, helping students succeed academically and socially.

Strengths

Family and community Involvement strengths are:

- Partnership with community organizations
- Partnership with local youth pastors
- Freshmen/NEW student Orientation sessions
- Principal's weekly Bulletin
- Facebook
- Campus Webpage
- Skyward Family Access

Needs

Family and community Involvement Needs are:

- Participation in PTO
- parents understanding the importance of daily attendance for their student

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1 ★	HHS has a low percent of community involvement.	Lack of parent involvement in the PTO activities.
2	Lack of parent monitoring and tracking of student attendance and grades.	Lack of communication between parent to school and school to parent via skyward.

★ = Priority

School Organization

Summary

Huntsville High school uses various committees to plan and develop appropriate programs to address the specific needs of our students. The committees include a campus leadership team, Guiding Coalition, Campus Advisory Committee, CKH Process Champions, and a PBIS team. The campus based committees are all decision making entities.

Strengths

School context and organization strengths are:

- shared decision making
- protection of instructional time
- intentional planning time for core tested subjects

Needs

School context and organization weaknesses are:

- Writing across the curriculum
- reluctance from some staff to embrace in a school wide planning process
- tracking student progress and performance and making adjustments in the students schedules

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	Students are not given the opportunity to write across the curriculum.	Need for teacher development and structured time to plan.
2 ★	Teachers do not routinely monitor student progress data in non-tested subjects to adjust and affect instruction as a general practice.	Need for intentional time built for data dissaggregation within non-PLC groups. Develop time for non-tested PLC teachers meet.

★ = Priority

Technology

Summary

HHS utilizes technology in all content areas in order to support a 21st-century learning environment. HHS has moved to a 1:1 campus with Chromebooks to increase the number of technology devices for student use on campus. There has been an intentional effort to rebrand the library as the Innovative Learning Center, led by the Innovative Learning Specialist.

Strengths

Technology strengths:

- 1:1 with Chromebooks
- Implementation of Google Classroom
- Ongoing staff development training
- ILS support
- Chromebook Repair
- Increased technology utilization in classroom instruction

Needs

Technology needs:

- Student understanding of digital citizenship
- updated devices

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1 ★	Our students show a need for how to be successful in a Digital Learning environment.	Teachers need staff development on how to integrate high interest digital activities within the classroom.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The dropout rate is 3.0 and the state average is 1.9. The African American (4) , Hispanic (1.8), White (3.2). African American students are higher than other demographics on our campus, and higher than the state average	Students are coming from lower grade levels with significant gaps to overcome, particularly with reading deficiencies and language barriers.
2 ★	The percentage of students graduating in 4 years is 87.3 when compared to the state average of 90.7%. African American graduation rate is 80%, Hispanic is 84% and white is 87.	There are significant learning gaps for students entering high school, and they become frustrated as they navigate course work.
3 ★	The percentage of students performing at meets or above has improved to 42%	There is a lack in the depth of knowledge and understanding to provide high quality instruction thats focused on growth..
4 ★	Huntsville High School staff turnover rate has gone down from previous years, but still above 5%.	The teacher salary in Huntsville ISD remains lower than in surrounding districts & teacher support.
5 ★	SPED and ELL student scores on English EOC/ STAAR subject areas are not performing at the state level.	Lack of training in differentiation strategies to meet the needs of the identified students.
6 ★	A large percentage of students in the truancy and discipline data are repeat offenders.	Lack of consistent monitoring and lack of early/often intervention.

7	HHS has a low percent of community involvement.	Lack of parent involvement in the PTO activities.
8	Lessons lack academic rigor across the campus.	Teachers are struggling with the content knowledge to build high quality lessons with the curriculum that is being provided.
9	The quality of lesson planning based on best practices is not consistent with non-tested subjects within same subject areas who do not meet regularly as a PLC.	Not all teachers have a common planning period to create rigorous lessons or dissagregate data as a team.
10	The campus implementation of the RtI process that is vertically aligned is in it's infancy stages.	Teachers need additional training on the RtI process and Tier I and Tier 2 strategies.
11	Students are not given the opportunity to write across the curriculum.	Need for teacher development and structured time to plan.
12	Teachers do not routinely monitor student progress data in non-tested subjects to adjust and affect instruction as a general practice.	Need for intentional time built for data dissaggregation within non-PLC groups. Develop time for non-tested PLC teachers meet.

13 ★	Our students show a need for how to be successful in a Digital Learning environment.	Teachers need staff development on how to integrate high interest digital activities within the classroom.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth. By the end of 2026-2027 the campus overall rating will improve from a 76 to an 82.

Performance Objective 1 ☑ High Priority

Increase percent of students meeting grade level or above from 42% to 45%

Evaluation Data Source: STAAR Performance will increase by 5% collectively in all state mandated assessments.

Strategy 1

Utilize data from State of Texas Assessments of Academic Readiness (STAAR) performance, and development of appropriate interventions.

Strategy's Expected Result/Impact: Increase in scores across all tested areas

Staff Responsible for Monitoring: Campus administration, Teachers and Instructional Coaches

Funding Sources: STAAR / EOC data LOCAL, , Classroom Supplies, Manipulatives, incentives, and material 211 - Title I, Part A, $20,000

Formative Reviews

October	January	March	June

Strategy 2

Provide a full spectrum of SPED Instruction and implementing inclusion support services for meeting the needs of our SPED students.

Strategy's Expected Result/Impact: Student success

Staff Responsible for Monitoring: SPED Coordinator, Campus administration, Teachers

Funding Sources: LOCAL, , Classroom Support Teachers (2) and IA (1) State Comp Ed,

Formative Reviews

October	January	March	June

Strategy 3

Teachers will monitor Emergent Bilingual student accommodations in Ellevation.

Strategy's Expected Result/Impact: Students Success

Staff Responsible for Monitoring: Campus administration, ELL Coordinator, Teachers

Formative Reviews

October	January	March	June

Strategy 4

Provide outside consulting to provide observation, feedback, and corrective action for Teachers through instruction and PLC.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches

Formative Reviews

October	January	March	June

Strategy 5

Provide core academic coaches to provide professional development, mentoring, modeling, content, and assessment/curriculum writing.

Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one teacher training.

Staff Responsible for Monitoring: Director of C&I

Funding Sources: 3 Instructional Coaches 211 - Title I, Part A, $271,093

Formative Reviews

October	January	March	June

Strategy 6

Provide high-quality instructional resources to provide teachers with additional content knowledge.

Strategy's Expected Result/Impact: Teachers will be able to provide quality and engaging lessons and increase student achievement/growth.

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches

Funding Sources: Active Classroom (Social Studies) LOCAL, $4,500

TEA Priorities: Improve low-performing schools

Formative Reviews

October	January	March	June

Strategy 7

Provide students with the opportunity to attend after-school tutorials with teachers to provide high-quality interventions.

Strategy's Expected Result/Impact: Increase in student growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction, Instructional Coaches

Funding Sources: Extra Duty Pay for Teachers 211 - Title I, Part A, $20,000

Formative Reviews

October	January	March	June

Performance Objective 2 ☑ High Priority

Increase student growth (School Progress) from a 59 to a 63 on the scaled score.

Evaluation Data Source: Domain 2 growth from Benchmarks and STAAR.

Strategy 1

Analyze previous years STAAR Data to determine where the students were.

Strategy's Expected Result/Impact: Understanding where students were, will allow for teachers to set goals for the future.

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Identify students who are on the bubble of being a hopper or dropper.

Strategy's Expected Result/Impact: By identifying the student, we are now able to provide targeted and differentiated questioning/strategies to support growth.

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches

Formative Reviews

October	January	March	June

Strategy 3

Incorporate a way in class to easily identify the possible hoppers/droppers in each class period.

Strategy's Expected Result/Impact: Targeted grouping allows for flexibility and a greater degree of discourse.

Staff Responsible for Monitoring: Administration, Teachers, Instructional Coaches

Formative Reviews

October	January	March	June

Strategy 4

Incorporate staff development that focuses on student growth and tracking.

Strategy's Expected Result/Impact: By tracking progress, the data become real and relevant to not only the teacher but also the students.

Staff Responsible for Monitoring: Teachers, Instructional Coaches

Formative Reviews

October	January	March	June

Strategy 5

Provide a mentor teacher who meets monthly with new teachers. Implementation of the NEW

Teacher Program to provide support to teachers new to the profession.

Strategy's Expected Result/Impact: New teachers are showing a higher retention rate and success through student growth scores.

Staff Responsible for Monitoring: Principal, Dean of Instruction, APs, Instructional Coaches

Funding Sources: Classroom Management, routines, procedures, and behavior consultant 211 - Title I, Part A, $10,000

Formative Reviews

October	January	March	June

Performance Objective 3

Implement the district curriculum in all subjects/courses to facilitate academic success for all students.

Evaluation Data Source: Curriculum content and programs implemented to meet the needs of student learners.

Strategy 1

Provide information to students to prepare them for success beyond high school, utilizing TSI, SAT, ACT, CCMR, and AP Test Prep

Strategy's Expected Result/Impact: Student prepared for post-secondary education--increase in CCMR score.

Staff Responsible for Monitoring: Administration, CTE Director/Coordinator, Counselors

Funding Sources: Mastery Prep 211 - Title I, Part A, $45,000

Formative Reviews

October	January	March	June

Strategy 2

Empower current staff to update content of current curriculum to reflect the rigor of the TEKS.

Strategy's Expected Result/Impact: Better comprehension of the TEKS, increased instructional capacity, increase student achievement, increase growth.

Staff Responsible for Monitoring: Administration and Instructional Coaches

Funding Sources: Teacher working after school to update content 211 - Title I, Part A, $2,500

Formative Reviews

October	January	March	June

Goal 2

SAFE SCHOOLS
All schools will promote nurturing, safe and secure places for students, staff and parents. By the end of 2026-2027 the number of major office referrals where OSS/DAEP is utilized wiill decrease by 10%.

Performance Objective 1

Develop and implement procedures and systems that promote and support positive behaviors.

Evaluation Data Source: Trend data charts will reflect a decline in the number of referrals by all student groups.

Strategy 1

Increase hallway visibility by campus administrators and staff.

Strategy's Expected Result/Impact: Increase in visibility by administration, result in few discipline referrals.

Staff Responsible for Monitoring: Campus administration

Funding Sources: Time LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Provide staff development and implement PBIS & CKH models to reduce discipline referrals.

Strategy's Expected Result/Impact: Decrease in referrals

Staff Responsible for Monitoring: PBIS team, Campus administration

Funding Sources: Whatley-Torres 211 - Title I, Part A, $10,000, Minga 211 - Title I, Part A, $18,000

Formative Reviews

October	January	March	June

Strategy 3

Truancy Officer will track daily attendance on a weekly basis, providing a tiered intervention plan.

Strategy's Expected Result/Impact: Increase in student attendance

Staff Responsible for Monitoring: Truancy Officer, Assistant Principals, Principal

Funding Sources: None LOCAL,

Formative Reviews

October	January	March	June

Performance Objective 2

Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

Evaluation Data Source: Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total repeat placements.

Strategy 1

Implement Restorative proactive practices to reduce the number of assignments to OSS, ISS, and DAEP.

Strategy's Expected Result/Impact: decrease in placements

Staff Responsible for Monitoring: Campus administration, PBIS Committee

Funding Sources: Time LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Monitor DAEP placements and transitions back from DAEP.

Strategy's Expected Result/Impact: Documentation log of interventions tried and review of placements

Staff Responsible for Monitoring: Principal and Assistant Principals and Assistant Superintendent

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Performance Objective 3

Develop, monitor and assess effectiveness of the District health, safety and emergency plans.

Evaluation Data Source: All plans in place and conducted by staff as needs arise.

Strategy 1

Review the Crisis Management Plan

Strategy's Expected Result/Impact: Prepared for emergencies

Staff Responsible for Monitoring: Campus administration

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Crisis scenarios will be presented to the staff to define expectations in the event a crisis should arrive.

Strategy's Expected Result/Impact: Prepared to react in an event of an emergency or crisis situation.

Staff Responsible for Monitoring: Campus administration, SRO

Funding Sources: LOCAL,

Formative Reviews

October	January	March	June

Goal 3

COMMUNITY INVOLVEMENT
There will be 3 community involvement-specific events for 26-27

Performance Objective 1

Provide opportunities for parent and community involvement which promote academic achievement and school spirit.

Evaluation Data Source: Increased community involvement in all operations of the district.

Strategy 1

Classroom teachers will retain a Parent Contact Log and document any time they contact or conference with a parent.

Strategy's Expected Result/Impact: Partnership with home and school

Staff Responsible for Monitoring: Campus Administration

Funding Sources: None LOCAL,

Formative Reviews

October	January	March	June

Strategy 2

Continue to provide numerous opportunities for students to participate in a wide range of co curricular and extracurricular activities.

Strategy's Expected Result/Impact: Increase in student participation in school activities.

Staff Responsible for Monitoring: Campus Administration

Funding Sources: None LOCAL,

Formative Reviews

October	January	March	June

Performance Objective 2

Provide a variety of communication methods to share information with parents, student and community stakeholders.

Evaluation Data Source: Completed list of communications shared with all stakeholders.

Strategy 1

The school will increase opportunities to communicate with parents with the informational parent nights, use of Thrill Share by Principal, Parents also have Skyward Parent/Student Access, school website and teacher website, and Communities in Schools.

Strategy's Expected Result/Impact: Better informed parent on their child's progress or school events.

Staff Responsible for Monitoring: Campus Administration and Counselors

Funding Sources: PFE supplies and snacks 211 - Title I, Part A, $2,400

Formative Reviews

October	January	March	June

Goal 4 Attendance: HHS will improve student attendance from 88% to 92% by the end of the 26-27 school year.

Performance Objective 1 ☑ High Priority

Weekly monitoring of student attendance report

Evaluation Data Source: Skyward

Strategy 1

Truancy Officer will pull weekly reports and schedule meetings with students/parents based on different intervention tiers.

Staff Responsible for Monitoring: Truancy Officer, Assistant Principal, Principal

Formative Reviews

October	January	March	June

Strategy 2

Weekly reconciliation meetings with campus attendance clerks to ensure proper coding.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals, Attendance Clerks, PEIMS

Formative Reviews

October	January	March	June

State Compensatory Education

State Compensatory

Budget for Huntsville High School

Total SCE Funds: $1,547,776.00

Total FTEs Funded by SCE: 6.73

Brief Description of SCE Services and/or Programs

Personnel for Huntsville High School

Name	Position	FTE
Amy Langley	Dyslexia Teacher	1
Ashley Murray	Instructional Coach - ELA	1
Cassandra Taylor	Intervention Teacher	0.13
Cindy Raney	IA - Credit Recovery	1
Donovan Williams	Interventionist	0.13
Hayes, Lauren	Interventionist - Reading	0.8
Joyce McGowan	IA - SPED	1
Justin Jennings	Teacher - Credit Recovery	0.63
Kaitlyn Johnson	Intervention Teacher	0.26
Katherine Selensky-Lehman	Interventionist - Math	0.26
Kristin Hill	Intervention - SC	0.13
Martha Small	Credit Recovery	0.13
Melanie Peiskee	Intervention - ELA	0.13
Thomas Presswood	Intervention Teacher	0.13

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Abbe Rae	Instructional Coach - Social Studies	Title I	1
Erin McCarley	Instructional Coach - Science	Title I	1
Jennifer Smith	MTSS Specialist (RTI Interventionist)	RTI	1
Jodi Humphrey	Instructional Coach - Math	Title I	1

Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Supplies, Manipulatives, incentives, and material	--	$20,000.00
1	1	5	3 Instructional Coaches	--	$271,093.00
1	1	7	Extra Duty Pay for Teachers	--	$20,000.00
1	2	5	Classroom Management, routines, procedures, and behavior consultant	--	$10,000.00
1	3	1	Mastery Prep	--	$45,000.00
1	3	2	Teacher working after school to update content	--	$2,500.00
2	1	2	Whatley-Torres	--	$10,000.00
2	1	2	Minga	--	$18,000.00
3	2	1	PFE supplies and snacks	--	$2,400.00
				Sub-Total	$398,993.00
				Budgeted Fund Source Amount	$334,492.00
				+/- Difference	**-$64,501.00**

255 - Title II, Part A

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

263 - Title III, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,460.00
				+/- Difference	**$20,460.00**

IDEA B

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

LOCAL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR / EOC data	--	$0.00
1	1	2		--	$0.00
1	1	6	Active Classroom (Social Studies)	--	$4,500.00
1	2	1		--	$0.00
2	1	1	Time	--	$0.00
2	1	3	None	--	$0.00
2	2	1	Time	--	$0.00
2	2	2		--	$0.00
2	3	1		--	$0.00
2	3	2		--	$0.00
3	1	1	None	--	$0.00
3	1	2	None	--	$0.00
				Sub-Total	$4,500.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	**-$4,500.00**

214 - Title IV, Part A, Sub 1

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

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Classroom Support Teachers (2) and IA (1)	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Bilingual Allotment

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