

Huntsville Independent School District

Huntsville High School

2025-2026 Campus Improvement Plan



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	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth.	14
Goal 2: SAFE SCHOOLS All schools will promote nurturing, safe and secure places for students, staff and parents.	23
Goal 3: COMMUNITY INVOLVEMENT The District will provide parent and community partnerships in an environment that promotes trust through effective communication.	28
Goal 4: RESOURCES The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.	30
Goal 5: STAFF The District will retain and recruit qualified staff that will maintain standards that foster student success.	31
State Compensatory	33
Budget for Huntsville High School	33
Personnel for Huntsville High School	33
Title I Personnel	35
Campus Funding Summary	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Huntsville High School has approximately 1847 students. Our ethnic breakdown is 25.45% African American, 37.79% Hispanic, 33.35% White, 1.03% Asian and 1.90% two or more races. We are 68.71% economically disadvantaged. 62.48% of our students are considered at risk. 17.6% of our students are Emergent Bilingual. Our special education population is 10.07%. Our mobility rate is 11.5%. 86.7% percent of our students graduated on the recommended or Distinguished graduation plan. Our average class size breaks down as: 18.5% English Language arts; 19.8% Foreign Languages, 19.7% mathematics, 20.8% Science and 19.9% Social studies. Our drop out rate is 3.0%.

Demographics Strengths

The following have been identified as demographic strengths.

- Our mobility rate is 11.5% and the state mobility rate is 15.4%.
- 87.2% of our graduates graduated on the recommended or distinguished graduation plan. The state is 84.1%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The dropout rate is 3.0 and the state average is 1.9. The African American (3.1), Hispanic (3.8), White (2.2). Hispanic students are higher than other demographics on our campus, and higher than the state average

Root Cause: Students are coming from lower grade levels with significant gaps to overcome, particularly with reading deficiencies.

Problem Statement 2: The percentage of students graduating in 4 years is 87.6 when compared to the state average of 90%. African American graduation rate is 81%, Hispanic is 75.5% and white is 86.5.

Root Cause: There are significant learning gaps for students entering high school, and they become frustrated as they navigate course work.

Problem Statement 3: Student transcripts showed the need for auditing in order to fulfill the requirements of graduation, CCMR, Law Enforcement, & CPR acknowledgements

Root Cause: Lack of systems for record keeping and tracking students to track CCMR & unfunded mandates of Law Enforcement & CPR acknowledgements.

Student Learning

Student Learning Summary

Huntsville High School did meet overall standard according to the TEA 2022 Accountability Ratings. Our overall score was a 71. HHS will be labeled as "Met Standard." We met standard in Domain 1 Student Achievement and Domain II School Progress. We also met standard in Domain III Closing the Gaps. We did not receive any distinctions in any area.

End of course results indicate a need for staff development in the area of Math & ELA. We also need to look at our SPED students and make sure IEPs are being followed. Our Emergent Bilingual students also have shown improvement, however we will continue to service their needs as our enrollment increases. Student performance has begun to increase over the last three years.

Based on all of the data utilized to evaluate student achievement, and the fact that more than 68% of our student population come from low-income families, we feel that our campus could improve student academic achievement by implementing the requirements of a Title I Schoolwide program.

Student Learning Strengths

Huntsville High School students perform well in many of the fine arts and UIL competitions. We have had several students and teams reach the state level in multiple fine arts and athletic events. Our participation numbers in UIL academic events continue to increase as well as our success rate. Our students receiving certifications in their CTE courses have increased. We have a substantial amount of total scholarship dollars offered by our graduating seniors.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of students passing the English 1, English 2 EOC, and Algebra I exams are significantly lower than the state average , however have begun to increase over the last year. English 1 and English 2 EOC passing rate was 47% (E1) 50% (E2)Spring 2019.

Root Cause: Lack of depth of knowledge and understanding of ELA and Math curriculum to provide a high level of instruction.

Problem Statement 2: SPED and Emergent bilingual student scores on English EOC/STAAR subject areas are not performing at the state level.

Root Cause: Lack of training in differentiation strategies to meet the needs of the identified students.

Problem Statement 3: There is a low attendance rate for students and staff trending over last 3 years.

Root Cause: Teacher and student morale. Impacts of COVID concerns.

Problem Statement 4 (Prioritized): 43% of all students did not meet the required standard for Algebra 1 EOC and 46% on English 1 and 43% English 2 EOC.

Root Cause: Math and English instruction not being provided at a consistent and rigorous level for students to meet the state standards on Algebra 1 EOC and English 1 and 2 EOC.

School Processes & Programs

School Processes & Programs Summary

Huntsville High school uses the curriculum cornerstones based on the TEKS Resources system for our curriculum. Following the year at a glance as the scope and sequence is a non negotiable. The Instructional Focus Document is used to help teachers see the depth and complexity to which student expectations should be taught. Tutorials are provided before or after school, Saturdays and during Hornet Time. 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 to PLC for English, Math, Science and SS for EOC tested areas. Hornet Time is a designated 25 minute period for EOC interventions. TSI, PSAT/SAT enrichment through Edgenuity.

Huntsville High school has 3 Full-Time instructional Coaches for English, Math, and Social Studies.

Huntsville High School maintains less than a 100% highly qualified staff. We have approximately 160 total staff members. 23.6% of our teachers have 11-20 years of experience. 13.1% have more than 20 years; 14.5% have 6-10 years of experience and 37.1% have 1-5 years of experience. 11.8% are first year teachers. Teachers are offered multiple opportunities for professional growth. Teacher turnover rate dropped significantly.

91% retention rate of ALL staff

93% retention rate of NEW Teachers

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, and a PBIS team. The campus based committees are all decision making entities. a student advisory cabinets are in place and meet with the principal monthly to discuss student issues and perceptions.

HHS utilizes technology in all content areas in order to support a 21st century learning environment. HHS is 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 into the Innovative Learning Center led by the Innovative Learning Specialist.

School Processes & Programs Strengths

Curriculum, Instruction and Assessment strengths are:

- IC-ELA, Math, Science and Social Studies
- Credit recovery program (Edgenuity)

- Edgenuity for SAT/ACT prep
- Use of common formative assessments, common unit assessments
- PLC planning within core tested subjects
- District learning coaches with PLCs 5x week
- Number of dual credit courses offered
- AP participation and performance in Social Studies
- District Curriculum housed in TEKS Resources

Staff quality, recruitment, and retention strengths are:

- Professional development opportunities
- Leadership team
- Class size
- PLC planning time
- PLC support
- Teacher Resource campus webpage
- Mentor teachers
- PTO and POP celebrations, luncheons, treats, etc.

Family and community Involvement strengths are:

- Partnership with the POP sponsors
- Welcome to the Hive night for all 8th grade student and parents
- Freshmen/New student Orientation sessions
- Remind texts
- Thrillshare Messenger
- Twitter
- Facebook
- Campus Webpage
- Walk of Champions
- Parent/Teacher conference days
- Bi-weekly e-mails from teachers
- Skyward Family Access
- Teacher webpages

School context and organization strengths are:

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

Technology strengths:

- 1:1 with Chromebooks
- WAPS and increased bandwidths
- Implementation of Google classroom for students and staff
- Ongoing staff development training
- ILS support
- Chromebook hospital

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 30% of all students did not meet the required state for Algebra 1

Root Cause: Math instruction not being provided at a rigorous level for all students to meet the state standards on Algebra 1/EOC.

Problem Statement 2 (Prioritized): The district and campus did not have a successfully implemented RtI process that is vertically aligned.

Root Cause: Teachers need additional training on the RtI process and Tier I and II strategies.

Problem Statement 3: HHS (19.3) has scored lower than the state average (20.6) in the past 5 years on the ACT.

Root Cause: Students lack the overall skills to perform well on standardized exams.

Problem Statement 4 (Prioritized): PBIS data shows the highest number of referrals are generated from the individual classrooms.

Root Cause: There is no consistent framework and a lack of staff development on classroom management techniques and systems.

Problem Statement 5: Students are not given the opportunity to write across the curriculum.

Root Cause: Lack of understanding of the writing process by teachers.

Problem Statement 6: Special education students across all EOC/STAAR subject areas are performing much lower than all student groups.

Root Cause: There was a lack of consistency between the general education teacher and special education teacher in planning, implementing of lessons.

Problem Statement 7: Emergent Bilingual students are performing below the targeted areas on English STAAR/EOC tested subjects.

Root Cause: The campus has been slow to identify all Emergent Bilingual students and levels of proficiency in speaking, reading and writing.

Problem Statement 8 (Prioritized): 48% of all students taking ELA/Reading E1, 49% E2 EOC did not meet the required state standard.

Root Cause: English instruction not being provided at a consistent and rigorous level for students to meet the state standards on English 1 and English 2 EOC.

Perceptions

Perceptions 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 send bi-weekly e-mails to parents in all classes. Huntsville High School recently started a weekly page in the Huntsville Item to share high school information with the community and parents. All HIVE announcements are announced daily and are posted for the public to view. This provides an easy way for parents to watch the daily announcements. The Principal utilizes the Remind text app, and the Thrillshare messenger system. The Principal also has a Q/A segment at all PTO meetings.

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 in a span of the last 10 years.

Perceptions Strengths

Family and community Involvement strengths are:

- Partnership with the POP sponsors
- Welcome to the Hive night for all 8th grade student and parents
- Freshmen Orientation sessions
- Principal's Monthly Bulletin
- Remind texts
- Blackboard Messenger
- Twitter
- Facebook
- Campus Webpage
- Walk of Champions
- Parent / Teacher conference days
- Bi-weekly e-mails from teachers
- Skyward Family Access
- Teacher webpages

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.
- Principal's student advisory cabinets (9-12 and Student Council)
- Leadership Team
- PBIS team
- Walk of Champions
- Hornet High Fives
- Principal's daily announcements
- Social Media (Tweeting/Facebook our story and strengths)
- The HIVE announcements
- School ID's and lanyards
- Hornet Qualities
- Hornet Cliff Notes

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is no consistent framework in classroom management procedures.

Root Cause: Lack of professional development and follow through support of the PBIS framework.

Problem Statement 2 (Prioritized): Some students feel disconnected from the learning environment.

Root Cause: Technology dependence has shown impactful from COVID.

Priority Problem Statements

Problem Statement 8: 30% of all students did not meet the required state for Algebra 1

Root Cause 8: Math instruction not being provided at a rigorous level for all students to meet the state standards on Algebra 1/EOC.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The district and campus did not have a successfully implemented RtI process that is vertically aligned.

Root Cause 9: Teachers need additional training on the RtI process and Tier I and II strategies.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: PBIS data shows the highest number of referrals are generated from the individual classrooms.

Root Cause 10: There is no consistent framework and a lack of staff development on classroom management techniques and systems.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is no consistent framework in classroom management procedures.

Root Cause 11: Lack of professional development and follow through support of the PBIS framework.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: 48% of all students taking ELA/Reading E1, 49% E2 EOC did not meet the required state standard.

Root Cause 12: English instruction not being provided at a consistent and rigorous level for students to meet the state standards on English 1 and English 2 EOC.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Some students feel disconnected from the learning environment.

Root Cause 13: Technology dependence has shown impactful from COVID.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: 43% of all students did not meet the required standard for Algebra 1 EOC and 46% on English 1 and 43% English 2 EOC.

Root Cause 14: Math and English instruction not being provided at a consistent and rigorous level for students to meet the state standards on Algebra 1 EOC and English 1 and 2 EOC.

Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth.

Performance Objective 1: Increase percent of students meeting the state and district assessment standards in Math, English, Science, and History.

Evaluation Data Sources: Student passing rate will increase by 15% in Algebra 1, English 1 and 2, Biology, & US History state mandated assessments.
Student growth will increase among all sub-populations.

Strategy 1 Details	Reviews			
Strategy 1: Evaluate student achievement as evidenced by state level assessment for all student groups. Strategy's Expected Result/Impact: Increased scores Staff Responsible for Monitoring: Campus administration, Teachers Additional Targeted Support Strategy Funding Sources: STAAR / EOC data - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize data from state and benchmark assessments for analyzing student performance, instructional effectiveness, and as a predictor of State of Texas Assessments of Academic Readiness (STAAR) performance, and development of appropriate interventions. Strategy's Expected Result/Impact: Increase in scores Staff Responsible for Monitoring: Campus administration, Teachers and Instructional Coaches Funding Sources: STAAR / EOC data - LOCAL - \$0, Snap & Read - 289 - Title IV, Part A, Sub 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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 - \$0, Classroom Support Teachers (2) and IA (1) - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Teachers will monitor EB student accommodations in Ellevation. Strategy's Expected Result/Impact: Students Success Staff Responsible for Monitoring: Campus administration, ELL Coordinator, Teachers Funding Sources: Bilingual IA & Rosetta Stone access for EB students - 263 - Title III, Part A - \$0, - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Develop a systematic Response to Intervention (RtI) model for academic and behavioral needs. Strategy's Expected Result/Impact: Improved RtI Procedures in place on campus, improved student performance on state assessments. Staff Responsible for Monitoring: Campus administration, Counselors, RtI committee, Teachers Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Provide transition opportunities for incoming Freshman to HHS. Strategy's Expected Result/Impact: Freshman will have a higher success rate--passing courses and less discipline referrals. Staff Responsible for Monitoring: Counselors, Campus administration	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Manage PGP plans to support student success. Strategy's Expected Result/Impact: PGP plan, parent contact Staff Responsible for Monitoring: Counselors and Dean Funding Sources: Eduthings - 289 - Title IV, Part A, Sub 1, Credit Recovery Teacher and IA - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Conferences with students and parents about excessive absences. Strategy's Expected Result/Impact: Higher Attendance rate Staff Responsible for Monitoring: Teachers / Administrators, Truancy Officer Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Provide professional development on TEKS Resources and the TEKS Guide. Strategy's Expected Result/Impact: All teachers in the Core subjects will have a complete knowledge of the TEKS Resources. Staff Responsible for Monitoring: Director of Secondary Education, Principal, Dean, Assistant Principals and Instructional Coaches Additional Targeted Support Strategy Funding Sources: TEKS Resources/district curriculum - LOCAL, PD - 211 - Title I, Part A - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Provide professional development to increase teacher understanding of benchmark testing/CFAs/data digs. Strategy's Expected Result/Impact: All teachers will know areas that students need Tier II interventions. Staff Responsible for Monitoring: Teachers and Instructional Coaches, Principal, Dean and Assistant Principals. Additional Targeted Support Strategy Funding Sources: Current data from CFAs, STAAR Testing and Benchmarks - LOCAL, Region 6 PD - 211 - Title I, Part A - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Implement an intervention program for students that did not reach the state standard on all EOC exams, STAAR Reading 8 and Math 8 Strategy's Expected Result/Impact: Increase in student performance on EOC exams. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Principal and Dean Additional Targeted Support Strategy Funding Sources: - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			
Strategy 12: Continue to use the backwards by design lesson planning, creating purposeful lesson planning to ensure TEKS are taught high a high level of rigor. Strategy's Expected Result/Impact: Increase scores on EOC exams Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Instructional Coaches and Teachers Additional Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 13 Details	Reviews			
Strategy 13: Provide core academic coaches to provide professional development, mentoring, and modeling. 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: 2.5 Instructional Coaches - 211 - Title I, Part A - \$182,067, 1 Instructional Coach - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
Strategy 14 Details	Reviews			
Strategy 14: Provide core academic specialists to increase student academic achievement. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one student instruction. Staff Responsible for Monitoring: Principal Dean of Instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Math and Rdg Interventionist & Dyslexia Teacher - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	June
Strategy 15 Details	Reviews			
Strategy 15: Provide research-based interventions and progress monitoring to identified students. Strategy's Expected Result/Impact: Increase student academic achievement through one-on-one personalized student interventions and instructions. Staff Responsible for Monitoring: Principal Dean of Instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: IA - General - 211 - Title I, Part A - \$24,095	Formative			Summative
	Oct	Jan	Mar	June
Strategy 16 Details	Reviews			
Strategy 16: Provide high-quality instructional materials, technology devices, and teacher training in order for teachers to evaluate electronic student assessment data and create quality lessons for intervention and enrichment. Strategy's Expected Result/Impact: Teachers will be able to provide quality and engaging lessons and evaluate student data. Staff Responsible for Monitoring: Principal, Dean of Instruction TEA Priorities: Improve low-performing schools -	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth.

Performance Objective 2: Develop an annual comprehensive staff development plan based on best practices research, identified areas of weakness and required employee training.

Evaluation Data Sources: Professional development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Strategy 1 Details	Reviews			
Strategy 1: Continue to equip teachers with strategies to address the English Language Proficiency Standards and meet the needs of EB students in all content areas. Strategy's Expected Result/Impact: Increase in ELL success Staff Responsible for Monitoring: Campus Administration, ELL Coordinator Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing staff development for new teachers to Huntsville ISD. Provide a mentor teacher who meets monthly with new teachers. Implementation of NEW Teacher Program to provide supports to teachers new to the profession. Strategy's Expected Result/Impact: Retention of teachers, Staff Responsible for Monitoring: Campus administration, new teacher mentors Funding Sources: - LOCAL - \$0, Mentor Stipends - 255 - Title II, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide staff development in using assessments to guide instruction. Meet with core academic teachers(Math, Science, English, & History) in fall and spring semesters. Strategy's Expected Result/Impact: Increased student success Staff Responsible for Monitoring: Campus administration Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide staff development to review State Accountability System-Student Achievement, School Progress and Closing the Gaps with staff members. Strategy's Expected Result/Impact: Increased understanding of accountability system Staff Responsible for Monitoring: Campus administration Additional Targeted Support Strategy Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: ACADEMIC PERFORMANCE-All students will achieve academic success and demonstrate growth.

Performance Objective 3: Implement the district curriculum in all subjects/courses to facilitate academic success for all students.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide information to students to prepare them for success beyond high school Strategy's Expected Result/Impact: Student prepared for post-secondary education--increase in CCMR score. Staff Responsible for Monitoring: Principal, CTE Director, Counselors Funding Sources: Transition U Materials - 289 - Title IV, Part A, Sub 1 - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with Lone Star College, Sam Houston State University, and The University of Texas OnRamps for dual credit course and developmental classes. Strategy's Expected Result/Impact: Number of college hours students have at graduation. Number of students who place out of developmental classes at college level. Staff Responsible for Monitoring: Campus administration, CTE Director Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Investigate, develop and implement relevant CTE certifications and programs. Strategy's Expected Result/Impact: Number of students served in the program, increase in CCMR score on state accountability system Staff Responsible for Monitoring: CTE department Funding Sources: None - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide supplemental materials for after school tutorials, Tier I and Tier II planning Strategy's Expected Result/Impact: Students will close learning gaps to address learning loss. Staff Responsible for Monitoring: Campus Administration Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Supplies - 211 - Title I, Part A - \$15,417	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Provide researched based manipulatives in core content areas that will increase understanding by providing concrete examples of essential TEKS in all content areas. Strategy's Expected Result/Impact: Improved student scores on campus formative and summative assessments Staff Responsible for Monitoring: Campus Administration Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title I, Part A - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 1: Develop and implement procedures and systems that promote and support positive behaviors.

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

Strategy 1 Details	Reviews			
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 - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use video cameras to enhance student safety Strategy's Expected Result/Impact: Decrease in referrals Staff Responsible for Monitoring: Campus administration Funding Sources: Video system--in place - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Designate and monitor teacher duty stations. Strategy's Expected Result/Impact: Teacher documentation log-assigned to AP Staff Responsible for Monitoring: Campus administration Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 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, Damon West - 211 - Title I, Part A - \$20,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Truancy Officer will track daily attendance and send home written documentation for excessive absences. Strategy's Expected Result/Impact: Increase in student attendance Staff Responsible for Monitoring: Truancy Officer, Assistant Principals, Principal Funding Sources: None - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Parent/student conferences will take place for excessive absences. Strategy's Expected Result/Impact: Increase in student attendance and increase academic performance Staff Responsible for Monitoring: Truancy Officer, Assistant Principals and Principal Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 2: Provide and reinforce character education opportunities to increase positive interactions among and between students and staff.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement Restorative Practices to reduce 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 - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
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 - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: A student orientation in "classwide" meetings that addresses the student handbook will be held at minimum at the beginning of the school year and more often, if necessary. Strategy's Expected Result/Impact: Completion of student orientation program Staff Responsible for Monitoring: Assistant Principals Funding Sources: None - LOCAL - \$20	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The teachers will clearly define and discuss classroom expectations with students. Strategy's Expected Result/Impact: Decrease in office referrals. Staff Responsible for Monitoring: Teachers Funding Sources: Professional Development - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: SAFE SCHOOLS

All schools will promote nurturing, safe and secure places for students, staff and parents.

Performance Objective 3: Develop, monitor and assess effectiveness of the District health, safety and emergency plans.

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

Strategy 1 Details	Reviews			
Strategy 1: Review the Crisis Management Plan Strategy's Expected Result/Impact: Prepared for emergencies Staff Responsible for Monitoring: Campus administration Funding Sources: - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
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 - \$0	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: SROs will be visible on campus throughout the day. Strategy's Expected Result/Impact: Reduction in Level III and Level IV incidents, Staff Responsible for Monitoring: SROs Funding Sources: Funding for officers - LOCAL - \$0	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that

promotes trust through effective communication.

Performance Objective 1: Provide opportunities for parent and community involvement which promote academic achievement and school spirit.

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





Strategy 1 Details	Reviews			
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			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
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			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: COMMUNITY INVOLVEMENT

The District will provide parent and community partnerships in an environment that promotes trust through effective communication.

Performance Objective 2: Provide a variety of communication methods to share information with parents, student and community stakeholders.

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





Strategy 1 Details	Reviews			
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 Funding Sources: None - LOCAL, PFE supplies and snacks - 211 - Title I, Part A - \$2,400	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: RESOURCES

The District will ensure fiscal accountability and responsibility through alignment and sound stewardship of our financial resources.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the districts mission and core belief statements.

Evaluation Data Sources: Completed reviews of studies related to effectiveness completed and findings implemented.





Strategy 1 Details	Reviews			
Strategy 1: The Instructional Leadership Team(ILT) will be used to make recommendations to the campus principal on the budgeting and expenditures of campus funds from local, state, federal and grant monies. Strategy's Expected Result/Impact: Goals and expenditures will be in aligned. Staff Responsible for Monitoring: ILT, Principal Funding Sources: None - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement, add, and replace technological devices to enhance the engagement of student learners. Strategy's Expected Result/Impact: Continue to strive to keep up with district technology short-term & long-range plans Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Classroom Equipment - 211 - Title I, Part A - \$78,513	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 1: Develop a plan to support and retain qualified personnel.

Evaluation Data Sources: Data charts reflect a decline in teacher turnover rate.





Strategy 1 Details	Reviews			
Strategy 1: New Teacher Training Prior to start of school and New Employee Orientation(NEO) Strategy's Expected Result/Impact: Retention of new staff members, Staff Responsible for Monitoring: Assistant Principals, Teacher Mentors, HISD HR Department Funding Sources: New Tchr Academy ESC6 & Pre-Contract Pay - 255 - Title II, Part A	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Bi-weekly Instructional Leadership meetings will be held with department chairs to discuss curricular issues and planning The department chairs will disseminate all planned activities and strategies discussed and planned to the campus faculty and staff. Strategy's Expected Result/Impact: All staff members having a clear understanding of the vision of the school. Staff Responsible for Monitoring: Principal, Associate Principal, and Department Chairs Funding Sources: None - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 5: STAFF

The District will retain and recruit qualified staff that will maintain standards that foster student success.

Performance Objective 2: Increase recruiting of qualified teachers for all positions with an emphasis on critical need areas such as, math, science, ESL and special education

Evaluation Data Sources: All positions filled with highly qualified, competent educators prepared to meet the needs of student learners.

Strategy 1 Details	Reviews			
Strategy 1: The high school administration will work with HISD Human Resource department in the recruiting and hiring of highly qualified teachers. Strategy's Expected Result/Impact: Increase in EOC test scores. Staff Responsible for Monitoring: Campus Administration and HISD HR department Funding Sources: None - LOCAL	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

State Compensatory

Budget for Huntsville High School

Total SCE Funds: \$1,547,776.00

Total FTEs Funded by SCE: 18.78

Brief Description of SCE Services and/or Programs

--

Personnel for Huntsville High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Langley	Dyslexia Teacher	0.52
Andrew Ginsel	Interventionist-SS	0.13
Ashley Murray	Instructional Coach - ELA	1
Cassandra Taylor	Interventionist	0.13
Cindy Raney	IA - Credit Recovery	1
Cody Warren	HSA Teacher - ELA	1
Coleman Bohannon	Teacher - Classroom Support	0.52
David Yeager	HSA - Teacher - Math	1
Donna Jenkins	DAEP Admin Asst	1
Donovan Williams	Interventionist	0.13
Hayes, Lauren	Interventionist - Reading	0.78
Jake Fuqua	DAEP Teacher	1
John Trotter	DAEP Teacher	1
Justin Jennings	Teacher - Credit Recovery	0.39
Kaitlen Johnson	Interventionist-ELA	0.26
Katherine Selensky-Lehman	Interventionist - Math	0.26
Kristin Hill	Intervention - SC	0.13
Lauren Hayes	Intervention	0.58

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Luis Lugo	DAEP IA	1
Martha Small	Credit Recovery	0.13
Melanie Peiskee	Intervention - ELA	0.13
Nathan Bruner	DAEP Director	1
Roshunda Spivey	IA Classroom Support	1
Sharonda Johnson	HSA Director	1
Sheila Elliott	DAEP Counselor	0.5
Sheila Elliott	HSA Counselor	0.5
Susan Cason	Interventionist-Math	0.13
Tangela Ash	DAEP - Teacher	1
Terrence Johnson	DAEP IA	1
Thomas Presswood	Interventionist-Science	0.13
Trevor Brazil	DAEP Teacher	0.43

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Mitchell	Instructional Coach - Math		1
Erin McCarley	Instructional Coach - Science		1

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	PD		\$1,000.00
1	1	10	Region 6 PD		\$1,000.00
1	1	13	2.5 Instructional Coaches		\$182,067.00
1	1	15	IA - General		\$24,095.00
1	3	4	Supplies		\$15,417.00
1	3	5			\$10,000.00
2	1	4	Whatley-Torres, Damon West		\$20,000.00
3	2	1	PFE supplies and snacks		\$2,400.00
4	1	2	Classroom Equipment		\$78,513.00
Sub-Total					\$334,492.00
Budgeted Fund Source Amount					\$334,492.00
+/- Difference					\$0.00
255 - Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Mentor Stipends		\$0.00
5	1	1	New Tchr Academy ESC6 & Pre-Contract Pay		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263 - Title III, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Bilingual IA & Rosetta Stone access for EB students		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$20,460.00
+/- Difference					\$20,460.00

IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STAAR / EOC data		\$0.00
1	1	2	STAAR / EOC data		\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	1	9	TEKS Resources/district curriculum		\$0.00
1	1	10	Current data from CFAs, STAAR Testing and Benchmarks		\$0.00
1	1	11			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	3	2			\$0.00
1	3	3	None		\$0.00
2	1	1	Time		\$0.00
2	1	2	Video system--in place		\$0.00
2	1	3			\$0.00
2	1	5	None		\$0.00
2	1	6			\$0.00
2	2	1	Time		\$0.00
2	2	2			\$0.00
2	2	3	None		\$20.00
2	2	4	Professional Development		\$0.00

LOCAL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3	Funding for officers		\$0.00
3	1	1	None		\$0.00
3	1	2	None		\$0.00
3	2	1	None		\$0.00
4	1	1	None		\$0.00
5	1	2	None		\$0.00
5	2	1	None		\$0.00
Sub-Total					\$20.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$20.00
289 - Title IV, Part A, Sub 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Snap & Read		\$0.00
1	1	7	Eduthings		\$0.00
1	3	1	Transition U Materials		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Classroom Support Teachers (2) and IA (1)		\$0.00
1	1	7	Credit Recovery Teacher and IA		\$0.00
1	1	13	1 Instructional Coach		\$0.00
1	1	14	Math and Rdg Interventionist & Dyslexia Teacher		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$354,952.00
Grand Total Spent					\$334,512.00
+/- Difference					\$20,440.00