



Campus Improvement Plan

Humble High School 2020-2021

1700 Wilson Road * Humble, TX 77338

Humble Independent School District, Humble, Texas

ADMINISTRATORS

Terri Osborne	Principal
Gideon Schleeter	Associate Principal
Juan Castillo	Assistant Principal
Patrick Hollier	Assistant Principal
Jermon Malone	Assistant Principal
Jeff Colston	Assistant Principal
Lakesha Freshwater	Assistant Principal
Latoyia Pea	Assistant Principal
Gerardo DeLeon	Assistant Principal

COMMITTEE

Gerardo Deleon	Assistant Principal
Dwayne Johnson	Business Representative
Bryant Lee	Community Member
Terri Osborne	Principal
Towanna Preston	Parent Representative
Saul Tapia	Teacher
Kimbrella Warfield	Teacher

MISSION

Humble High School, in partnership with all stakeholders, aims to develop open-minded, reflective thinkers who experience a broad and balanced choice of advanced academics through rigorous coursework aimed at creating knowledgeable and caring citizens in an ever-changing global society.

VISION

Humble High School envisions a safe and collaborative learning environment where academic excellence is expected, where diversity is celebrated, and where all members of our community are valued and supported to achieve their maximum potential.

PROFILE

Humble High School opened in 1929 and serves 2612 students in grades 9 through 12. The student population is 36.37% African American, 54.13% Hispanic, 5.63% White, 50.92% Male, 49.08% Female.

Humble High School serves 8.96% Special Education students, 69.37% Economically Disadvantaged students, 14.09% English Language Learners, 69.33% At-Risk students, 2.68% Gifted & Talented students.

Comprehensive Needs Assessment

NEEDS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

- 1 Measure, monitor and sustain annual individual student growth and eliminate achievement gaps in ELA & Algebra 1.
- 2 Increase rigor and consistency of curriculum across all classrooms.
- 3 Improve the quality and quantity of writing taking place in all classrooms.
- 4 Include teachers in disaggregation of data to make decisions about assessments and levels of student learning in all core subjects.
- 5 Provide strategic classroom instruction and timely interventions to students in underperforming subpopulations such as White, African-American, Hispanic, Economically Disadvantaged, ELL, and Special Education.
- 6 Provide strategic, timely interventions to students with academic deficiencies.
- 7 Provide consistent, rigorous measures which trigger timely and effective interventions.
- 8 Increase on-time graduation rate.
- 9 Prepare children to transition to each grade level.
- 10 Provide on-going, researched-based professional development opportunities for staff.
- 11 Provide early identification of students in need of credit recovery and test preparation opportunities.
- 12 Ensure curriculum, instruction and assessments are aligned with TEKS and CCRS.
- 13 Provide students with affective instruction/support in order to improve academic performance.
- 14 Provide students with access to TSI test prep in order to help more students pass the TSI and be college ready.
- 15 Provide students with the guidance needed for them to complete or initiate a coherent sequence of CTE courses.

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.

- 1 Revise and implement the campus emergency operations plan.
- 2 Staff and students need to be aware of how they can report safety concerns.

Goal #3: Attract and retain the most talented staff available for our students.

- 1 Provide staff members an opportunity to share their feelings about their work environment via satisfaction survey.

Goal #3: Attract and retain the most talented staff available for our students.

- 2 Ensure campus crisis management and safety plans are developed, updated and communicated with all staff.
- 3 Promote student-centered culture in which staff members are positively engaged with students.
- 4 Provide staff with adequate crisis management response training so they may respond appropriate to emergency situations.
- 5 Provide appropriate adult monitoring and visibility during the school day as well as school related functions.

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

- 1 Expand the scope of community involvement to businesses via Biz Com so meaningful two-way communication about student learning and skills students need to be successful in the workplace occurs.
- 2 Maintain an increase high levels of effective communication with parents.
- 3 Increase parent involvement and community support.
- 4 Provide opportunities for parents to share their feelings about their child's school via satisfaction survey.
- 5 Address the value and utility of parent involvement; maintain a welcoming culture and climate for all stakeholders.
- 6 Address students' mental and physical well-being.
- 7 Use state Fitnessgram data to encourage the promotion of student participation in moderate to vigorous physical activity.
- 8 Provide administrator training for appropriate identification of behavioral incidents.
- 9 Provide resources/training to enhance affective support.
- 10 Ensure students are aware of the dangers of drugs/alcohol.

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

- 1 Provide necessary instructional resources to staff and ensure they're being used effectively and with fidelity.
- 2 Utilize technology to improve instructional delivery thus increasing levels of student engagement.
- 3 Provide teacher training to improve and support quality of instruction where co-teachers are utilized.
- 4 Improve partnership with law enforcement agencies through Safety Table Top exercises.

Actions

ACTIONS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

Campus Goal: The HHS Domain 3 "Closing the Gaps" score will improve from 73% to at least 80%.

Campus Goal: The STAAR "Met Standard" data for first-time test takers in Algebra 1, English 1 & English 2 will increase by at least 5%.

Campus Goal: At least 90% of 9th grade students, in the 2023 cohort, will earn enough credits to be classified as 10th graders.

1	Action: Increase expository/persuasive in-class critical writing activities and incorporate reading/comprehension strategies into ELA.	
	Person(s) Responsible: Administrators, ALTs, Teachers	Evidence of Implementation: Lesson plans and classroom observations
	Evidence of Impact (Formative): Higher percentage of students earning credit for ELA	Evidence of Impact (Summative): Improved performance on ELA EOC
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Daily)
2	Action: PLCs, as well as common planning time, will be used to provide ongoing training on instructional delivery strategies and data disaggregation.	
	Person(s) Responsible: Principals, ALTs, Dept. Heads	Evidence of Implementation: Lesson plans
	Evidence of Impact (Formative): Improved quality of instruction in all core subjects based on walkthroughs and assessment data	Evidence of Impact (Summative): Improved performance on assessments
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Ongoing)
3	Action: Campus instructional coordinator and ALTs will meet to review most recent test data .	
	Person(s) Responsible: Campus instructional coordinator, ALT	Evidence of Implementation: Meeting minutes
	Evidence of Impact (Formative): Improved student performance on daily assignments	Evidence of Impact (Summative): Improved student performance on benchmark assessments
	Funding: Local Funds	Timeline: 9/1/2020 - 5/1/2021 (Ongoing)

4	Action: Use data from CBAs/DBAs to measure effectiveness of current instructional practices and identify students requiring prescriptive interventions such as placement in strategy classes or credit recovery.	
	Person(s) Responsible: Principals, ALTs, Teachers	Evidence of Implementation: Timely interventions for at-risk students
	Evidence of Impact (Formative): Improved levels of student achievement at end of grading periods	Evidence of Impact (Summative): Improved levels of student achievement at end of semester/academic year
	Funding: Intervention Funds \$15,000.00	Timeline: 9/1/2020 - 5/1/2021 (Ongoing)
5	Action: All Algebra 1, ELA 1 & 2 assessments will be written in STAAR EOC format.	
	Person(s) Responsible: Principals, ALTs, Teachers	Evidence of Implementation: Assessments will reflect STAAR format
	Evidence of Impact (Formative): Improved student performance on DBAs	Evidence of Impact (Summative): Improved student performance on STAAR
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Daily)
6	Action: Algebra 1, ELA 1 & 2 teachers will be trained on how to disaggregate data by sub-populations and objective on assessments to identify areas of weakness.	
	Person(s) Responsible: Principals, ALTs	Evidence of Implementation: Lesson plans that address areas of weakness; differentiated instructional strategies
	Evidence of Impact (Formative): Improved student performance on CBAs, DBAs; higher levels of authentic student engagement	Evidence of Impact (Summative): Improved student performance on STAAR EOC
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (9 weeks)
7	Action: Specific students receiving Special Education/504 services in Algebra 1, ELA 1 & 2 will be in co-taught classroom.	
	Person(s) Responsible: Principals, Counselor	Evidence of Implementation: Review of master schedule student list
	Evidence of Impact (Formative): Improved performance of Special Education/504 students on CBAs, DBAs	Evidence of Impact (Summative): Improved performance of Special Education/504 students on STAAR
	Funding: Local Funds; Special Education Funds (199)	Timeline: 8/1/2020 - 5/1/2021 (Daily)

8	Action: All English Language Learners will receive instruction by an ESL certified teacher .	
	Person(s) Responsible: Principals, Counselor, Lead ELL Teacher	Evidence of Implementation: Review of master schedule student list
	Evidence of Impact (Formative): Improved performance of ELL students on CBAs, DBAs	Evidence of Impact (Summative): Improved performance of ELL students on STAAR and TELPAS
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Daily)
9	Action: PSAT test will be taken by all 9th and 10th grade students and offered to all 11th grade students.	
	Person(s) Responsible: DAT, Principals	Evidence of Implementation: Test administration roster
	Evidence of Impact (Formative): PSAT results	Evidence of Impact (Summative): PSAT results
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Annually)
10	Action: Students will be advised of the importance of college, career, and life-readiness, and student will use Naviance to access test preparation materials and information about college and/or career choices.	
	Person(s) Responsible: Counselors and teachers	Evidence of Implementation: Guidance lesson curriculum Teachers having students use Bridges portfolio Increase in number of college applications Resumes completed
	Evidence of Impact (Formative): PSAT, SAT, ACT results conferences and/or counseling with students	Evidence of Impact (Summative): Increase in test results Increase in completed portfolios
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
11	Action: Monitoring student progress towards on-time graduation based on credits earned each semester.	
	Person(s) Responsible: Principals, Counselors	Evidence of Implementation: On-time credit accumulation; number of credits earned
	Evidence of Impact (Formative): 9 week failure report	Evidence of Impact (Summative): Semester failure report
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (9 weeks)

12	Action: Expand number of student enrolled in AVID, TSTEM, and the IB program.	
	Person(s) Responsible: Principals, Counselors, AVID teacher, IB Leader, TSTEM staff	Evidence of Implementation: Student enrollment rosters
	Evidence of Impact (Formative): Increased number of students enrolled in AVID/IB/TSTEM	Evidence of Impact (Summative): Increased number of students enrolled in AVID/IB/TSTEM
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Ongoing)
13	Action: Enroll at-risk students needing to regain course credit in Credit Recovery to aid with on-time progression towards graduation.	
	Person(s) Responsible: Principals, Counselors	Evidence of Implementation: Number of credits regained via Credit Recovery
	Evidence of Impact (Formative): Increased number of students earning credit for semester	Evidence of Impact (Summative): Increased number of students earning credit for semester/end of year
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Ongoing)
14	Action: Place at-risk students into appropriate EOC strategy classes.	
	Person(s) Responsible: Counselors	Evidence of Implementation: Class rosters compared to EOC failure data
	Evidence of Impact (Formative): More students passing required EOC exams	Evidence of Impact (Summative): More students passing required EOC exams
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Ongoing)
15	Action: Continue training staff on instructional strategies that will aide in the improvement of economically disadvantaged students	
	Person(s) Responsible: Associate Principal for Instruction	Evidence of Implementation: Student work samples, CFA and DBA data, increase in number of ED students who are passing class and state assessments
	Evidence of Impact (Formative): increase in state testing data increase in # of ED students gaining initial credit	Evidence of Impact (Summative): increase in state testing data decrease in achievement gap
	Funding: Local Funds	Timeline: 9/1/2020 - 6/1/2021 (Monthly)

16	Action: All core teachers will participate in monthly Fundamental 5 PD and then incorporate the strategies into their classroom in an effort to increasing reading and writing performance by all students and subgroups .	
	Person(s) Responsible: ALTs and admin	Evidence of Implementation: writing samples will be submitted to admin and ALTs each month for discussion and review
	Evidence of Impact (Formative): reading comprehension scores will increase on classroom assessments writing performance will improve on each nine week writing assignment	Evidence of Impact (Summative): STAAR EOC scores will increase in all areas as reading and writing improves
	Funding: Local Funds \$1,000.00	Timeline: 9/1/2020 - 5/30/2021 (Monthly)
17	Action: Use data from checkpoints to determine students in need of interventions as well as teachers who are in need of additional support/coaching	
	Person(s) Responsible: ALT, Associate Principal of Instruction	Evidence of Implementation: - PLC meeting agendas - Student attendance in intervention classes/programs - ALT information on coaching teachers
	Evidence of Impact (Formative): - increase in teacher retention - increase in student performance on state testing - increase in student participation in intervention programs	Evidence of Impact (Summative): - increase in student performance on state testing
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Monthly)
18	Action: Ensure students participate in moderate to vigorous physical activity	
	Person(s) Responsible: Health Coord. PE Teacher	Evidence of Implementation: FitnessGram data analysis used to design PE lessons
	Evidence of Impact (Formative): Check-point fitness assessments	Evidence of Impact (Summative): Increasing percentage of students meeting all six standards on the FitnessGram Assessment
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Daily)

19	Action: Implement a new district-wide instructional framework for dyslexia instruction and timely interventions for dyslexic students.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Conduct needs assessment - Dyslexia program evaluation - Teacher and Advisory Committee surveys
	Evidence of Impact (Formative): Progress Monitoring mastery checks; improved trends	Evidence of Impact (Summative): Student growth between Beginning and End of Year Performance through multiple measures (e.g., DRA, Barton, Fluency, Comprehension, spelling)
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
20	Action: Provide supplemental instruction/support and timely interventions for students who are at-risk of dropping out of school.	
	Person(s) Responsible: Principal	Evidence of Implementation: # of FTEs assigned; - 10.17 interventionists/credit recovery teachers - 3.0 at-risk counselor
	Evidence of Impact (Formative): Improved at-risk performance on check-point assessments	Evidence of Impact (Summative): Gap between at-risk and non-at-risk student performance and drop-outs reduced
	Funding: Local Funds; State Comp Ed Funds \$891,177.00; 13.17 FTEs	Timeline: 8/28/2020 - 5/30/2021 (Daily)
21	Action: Provide challenging and innovative learning experiences using differentiated instruction that incorporate pacing , depth and complexity and enable G/T students to demonstrate self-directed learning, thinking, research, and communication.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Implementation of G/T 3 yr plan - PD records - Meeting minutes - Student work samples
	Evidence of Impact (Formative): Improved performance of G/T identified students on district assessments	Evidence of Impact (Summative): Improved performance of G/T identified students on state assessments
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)

22	Action: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Professional development records - FTEs assigned (if applicable)
	Evidence of Impact (Formative): Increase in student attendance; success in core academics; meeting expectations on check-point and benchmark assessments	Evidence of Impact (Summative): Improved standardized test data
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
23	Action: Provide supplemental instruction/support and timely interventions for Special Education students.	
	Person(s) Responsible: Administrators, ALTs, teachers	Evidence of Implementation: - Training for SB1196 (Behavior Support) and SB1727 (support for general education teachers who instruct special education students) completed # of FTEs assigned; - 49.00 teachers/staff
	Evidence of Impact (Formative): Improved performance of special education students on district assessments	Evidence of Impact (Summative): Improved performance of special education students on state assessments
	Funding: Local Funds; Special Education Funds (199) \$1,936,918.00; 44.88 FTEs; Special Education Funds (Federal) \$115,288.00; 4.90 FTEs	Timeline: 8/28/2020 - 6/4/2021 (Daily)
24	Action: Implement college test prep into core classes.	
	Person(s) Responsible: Counselors, Teachers, Testing Coordinator, Scholarship Coordinator	Evidence of Implementation: Students will create college board accounts. Students will utilize Khan academy activities. Increase in enrollment of college entrance exams. Increase in number of students being TSI ready.
	Evidence of Impact (Formative): Khan Academy TSI practice assessments and actual TSI testing In class assessments	Evidence of Impact (Summative): Increase in number of students being TSI ready. Increase in college entrance tests registration and scores.
	Funding:	Timeline: 7/1/2020 - 7/1/2020 (Ongoing)

25	Action: Through Naviance, Juniors and Seniors will receive guided lessons on college and scholarship searches every nine weeks. Additionally, students will be encouraged to apply to college through Naviance's platform.	
	Person(s) Responsible: Counselors	Evidence of Implementation: Lessons and communication with students on Naviance. District newsletters on college admissions and financial aid.
	Evidence of Impact (Formative): Naviance will track the quantity of students who submit college applications and scholarships	Evidence of Impact (Summative): Increase in documented college admissions and scholarship applications
	Funding:	Timeline: 7/1/2020 - 7/1/2021 (9 weeks)

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.

Campus Goal: HHS will refine emergency operations by holding monthly safety drills, 2 safety table tops, and 1 reunification simulation.

1	Action: Create a closed and secure campus by ensuring all exterior doors (except main entrance) will be locked/secured during school hours.	
	Person(s) Responsible: Teachers and admin.	Evidence of Implementation: Better security of building. Less students, or others, able to move freely between buildings.
	Evidence of Impact (Formative): Door checks, attendance, and tardy rates.	Evidence of Impact (Summative): Decrease in tardy rates. Door check data.
	Funding:	Timeline: 8/20/2020 - 5/31/2021 (Daily)
2	Action: Continued training for all faculty and staff in regards to crisis situations .	
	Person(s) Responsible: Admin	Evidence of Implementation: Training documents.
	Evidence of Impact (Formative): Monthly drills with feedback given to staff.	Evidence of Impact (Summative): All required drills, along with others, will be documented.
	Funding:	Timeline: 8/6/2020 - 5/31/2021 (Ongoing)
3	Action: Implement strategies for violence prevention and intervention	
	Person(s) Responsible: Principal, Assistant Principal, Counselor	Evidence of Implementation: - No Place for Hate activities/curriculum - Individual and group counseling logs -Restorative Practices
	Evidence of Impact (Formative): Reduced discipline referrals, improved grades, increased attendance rates	Evidence of Impact (Summative): Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Daily)

Goal #3: Attract and retain the most talented staff available for our students.

Campus Goal: 100% of staff will receive ongoing professional development and an on-time professional evaluation, resulting in at least 70% retention of high-quality staff.

1	Action: Use PLCs to continue with the implementation of Fundamental 5 components, Sheltered Instruction strategies, Special Education instructional strategies, and Advanced Academics/GT in order to facilitate the delivery of rigorous classroom instruction .	
	Person(s) Responsible: Principals, ALTs, teachers	Evidence of Implementation: Trainings documented in Eduphoria; writing in Humanities; GT/SIOP strategies present during classroom walkthroughs
	Evidence of Impact (Formative): Increased levels of rigor and student engagement	Evidence of Impact (Summative): Improved EOC scores
	Funding: Local Funds	Timeline: 8/1/2020 - 5/31/2021 (Ongoing)
2	Action: Implement an ongoing professional development course of study based on identified staff and student needs to ensure all teachers are highly qualified.	
	Person(s) Responsible: Principals	Evidence of Implementation: Training aligned to identified professional development needs of staff
	Evidence of Impact (Formative): Lower student failure rates for individual teachers	Evidence of Impact (Summative): Lower semester failure rates for individual teachers
	Funding: Local Funds	Timeline: 8/1/2020 - 5/31/2021 (Ongoing)
3	Action: Increase teacher involvement in campus activities and train staff on appropriate use and utilization of Twitter for campus branding in four areas: athletics, arts, academics, and acts of service.	
	Person(s) Responsible: Administrators, campus coordinators, student council.	Evidence of Implementation: Teachers involved in extra-curricular activities within and outside of school events.
	Evidence of Impact (Formative): More teacher involvement in pep rallies and other school events. Better relationships between teachers and students.	Evidence of Impact (Summative): Positive dialogue between teachers and students. Consistent staff representation at school events. Twitter profile and data.
	Funding:	Timeline: 8/6/2020 - 5/31/2021 (Ongoing)

4	Action: Provide new staff members with campus mentors and continued campus training.	
	Person(s) Responsible: Admin, ALTs.	Evidence of Implementation: Attend mentor meetings and completion of tasks in Google classroom.
	Evidence of Impact (Formative): staff improvement and better morale There will be ongoing trainings with new teachers. Monthly face to face meetings and weekly discussions/activities within a Google classroom.	Evidence of Impact (Summative): growth of new teachers and retention of quality staff
	Funding: Local Funds	Timeline: 8/6/2020 - 5/31/2021 (Ongoing)
5	Action: Improve teacher morale via ongoing team/trust building activities.	
	Person(s) Responsible: Administrators, ALTs, administrative assistants.	Evidence of Implementation: Collaborative events that bring teachers together in a social settings such as pot lucks. Buddy system for new staff. Teacher awards.
	Evidence of Impact (Formative): Increase in coworker relationships. Increase in teacher morale. Increase in social events. Teach of the month recognition via social media. Lottery drawings for prizes.	Evidence of Impact (Summative): Reduction in teacher turnover rate. Positive teacher surveys.
	Funding:	Timeline: 8/6/2020 - 5/31/2021 (Ongoing)

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

Campus Goal: HHS will double the participation in the our Parent Satisfaction survey (n=444) and improve the overall mean score from 3.94 to 4.14 or greater.

Campus Goal: HHS will improve our Employee Engagement survey overall mean score from 3.94 to 4.14 or greater.

1	Action: Provide frequent communication to parents via Blackboard Communication.	
	Person(s) Responsible: Campus secretary and administrators.	Evidence of Implementation: log of messages
	Evidence of Impact (Formative): better parent involvement and turn out at campus events such as Cat camp, Open House, etc senior items are obtained on time	Evidence of Impact (Summative): more parents attend campus events senior dues, textbooks, fines, etc are taken care of by the end of the school year
	Funding:	Timeline: 7/1/2020 - 5/31/2021 (Ongoing)
2	Action: Provide frequent notifications to parents via Blackboard Communication, encouraging them to complete the satisfaction survey.	
	Person(s) Responsible: Administrators	Evidence of Implementation: Log of Relatrix messages sent
	Evidence of Impact (Formative): Higher percentage of parents completing survey	Evidence of Impact (Summative): Higher percentage of parent participation in survey
	Funding: Local Funds	Timeline: 8/6/2020 - 5/31/2021 (As needed)
3	Action: Parents will be sent reminders and instructions on accessing Home Access Center in order to monitor their student 's grades and attendance.	
	Person(s) Responsible: Principals	Evidence of Implementation: Parents are aware of their student's present levels of performance
	Evidence of Impact (Formative): Improved passing rates and attendance at end of grading period	Evidence of Impact (Summative): Improved passing rates and attendance at semester
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Ongoing)

4	Action: Review ways to make parents aware of the survey such as adding survey information to newsletter, school signage, twitter, and grade reports sent home.	
	Person(s) Responsible: Admin staff	Evidence of Implementation: Increase in the number of parent surveys completed, emails showing info sent out, tweets showing info sent out.
	Evidence of Impact (Formative): Increase in the number of parent surveys completed.	Evidence of Impact (Summative): Increase in the number of parent surveys completed.
	Funding: Local Funds	Timeline: 2/1/2018 - 6/1/2021 (Annually)
5	Action: Develop a way to allow parents to access the survey on paper or on the computer during the school day	
	Person(s) Responsible: Admin staff	Evidence of Implementation: Computers will be available in the Registrar's office for parents needing a computer. Receptionist will have paper copies in the front office.
	Evidence of Impact (Formative): Increase in number of surveys completed.	Evidence of Impact (Summative): Increase in number of surveys completed.
	Funding: Local Funds	Timeline: 2/1/2018 - 6/1/2021 (Annually)
6	Action: Provide programs to encourage parental involvement	
	Person(s) Responsible: Campus Staff	Evidence of Implementation: Advertising to parents, attendance logs
	Evidence of Impact (Formative): Number of parents attending different events	Evidence of Impact (Summative): Increased parental involvement
	Funding: Title I, Part A \$500.00;	Timeline: 8/29/2020 - 6/1/2021 (Ongoing)
7	Action: Have committees create systems to address parent concerns in the survey.	
	Person(s) Responsible: Admin staff will oversee with assistance of teachers and other staff members.	Evidence of Implementation: Systems created to address concerns.
	Evidence of Impact (Formative): Systems in place.	Evidence of Impact (Summative): Systems in place.
	Funding: Local Funds	Timeline: 3/1/2018 - 6/1/2021 (As needed)

8	Action: Update and regularly maintain staff websites.	
	Person(s) Responsible: Teacher and campus webmaster.	Evidence of Implementation: websites will be updated monthly with required campus information admin and webmaster will verify all sites have been updated
	Evidence of Impact (Formative): number of hits/visits	Evidence of Impact (Summative): parent survey
	Funding:	Timeline: 7/1/2020 - 7/1/2020 (Monthly)
9	Action: Add parent/guardian to Google classroom.	
	Person(s) Responsible: Teachers who utilize Google classroom.	Evidence of Implementation: Parents register at open house Emails sent through TAC with directions on how to register Google form created for registration
	Evidence of Impact (Formative): number of parents registered	Evidence of Impact (Summative): parent survey fewer parent calls in regards to not knowing what is happening in the classroom
	Funding:	Timeline: 7/1/2020 - 7/1/2020 (As needed)

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

Campus Goal: HHS will improve our overall operational audit score from 24 to “10 or less”.

Campus Goal: The Average Daily Attendance (ADA) will increase to at least 94% by the end of the 2020-2021 school year.

1	Action: Counsel with students who are in danger of being filed on or violating the 90% attendance law.	
	Person(s) Responsible: Assistant Principals	Evidence of Implementation: Logs noting students counseled with
	Evidence of Impact (Formative): ADA percentage	Evidence of Impact (Summative): ADA percentage
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Daily)
2	Action: Attendance reports will be pulled to ensure that 100% of teaching staff are inputting attendance for each class period daily.	
	Person(s) Responsible: Attendance Specialist, Principals	Evidence of Implementation: Daily Attendance Submission Reports
	Evidence of Impact (Formative): ADA percentage	Evidence of Impact (Summative): ADA percentage
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Daily)
3	Action: Contact will be made with parents of students who are absence from a class period via Relatrix.	
	Person(s) Responsible: Relatrix administrator, Attendance Specialist	Evidence of Implementation: Record of Relatrix reports sent out
	Evidence of Impact (Formative): Improved student attendance	Evidence of Impact (Summative): ADA percentage
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Daily)
4	Action: Attendance reports will be reviewed weekly to track students with excessive absences, whom will be counseled with by an administrator.	
	Person(s) Responsible: Assistant Principals	Evidence of Implementation: Log noting student conferences
	Evidence of Impact (Formative): Decrease of total students not earning credit for non-compliance with 90% rule	Evidence of Impact (Summative): Decrease in overall campus dropout rate
	Funding: Local Funds	Timeline: 8/1/2020 - 5/1/2021 (Daily)

5	Action: Students in violation of 90% rule will be allowed to attend tutorials or learning recovery to make up for lost instructional time.		
	Person(s) Responsible: Assistant Principals		Evidence of Implementation: Student attendance logs for tutorials/detentions
	Evidence of Impact (Formative): Increase in percentage of students earning credit at semester		Evidence of Impact (Summative): Increase in percentage of students earning credit at year end; fewer students requiring attendance appeal hearings
	Funding: Local Funds \$1,000.00		Timeline: 8/1/2020 - 5/1/2021 (Daily)
6	Action: Develop campus operations guide and standards of excellence for employees.		
	Person(s) Responsible: Administrators, ALTS, teacher leaders.		Evidence of Implementation: Development and implementation of systems.
	Evidence of Impact (Formative): Improved systems and accountability in registration, attendance, Kronos, and discipline.		Evidence of Impact (Summative): Improved operations audit score in registration, attendance, Kronos, and discipline.
	Funding:		Timeline: 7/1/2020 - 7/1/2020 (Daily)

FUNDING

Intervention Funds	\$15,000.00		
Local Funds	\$2,000.00		
State Comp Ed Funds	\$891,177.00	13.17	FTEs
Special Education Funds (199)	\$1,936,918.00	44.88	FTEs
Special Education Funds (Federal)	\$115,288.00	4.90	FTEs

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens . It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts , all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited , developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards .
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning , instructional management, staff development, and administration