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_____):

9th Grade: 782 (29.06%)

10th Grade: 731 (27.16%)

11th Grade: 559 (20.77%)

12th Grade: 619 (23.00%)

Female: 1,269 (47.16%)

Male: 1,422 (52.84%)

Hispanic: 1,584 (58.86%)

American Indian/Alaskan Native: 13 (0.48%)

Asian: 206 (7.66%)

African American/Black: 234 (8.70%)

Hawaiian or Other Pacific Islander: 2 (0.07%)

White: 590 (21.92%)

Two or More Races: 62 (2.30%)

Special Education: 269 (10.00%)

Economically Disadvantaged: 1,840 (68.38%)

Limited English Proficiency (LEP): 436 (16.20%)

English as a Second Language (ESL): 432 (16.05%)

Gifted and Talented (GT): 287 (10.67%)

Career and Technical Education (CTE): 1,877 (69.75%)

At Risk: 1,325 (49.24%)

Total Staff: 238

Hawaiian or Other Pacific Islander: 2 (0.07%)

White: 590 (21.92%)

Two or More Races: 62 (2.30%)

Special Education: 272 (9.5%)

Economically Disadvantaged: 1,840 (68.38%)

Limited English Proficiency (LEP): 436 (16.20%)

English as a Second Language (ESL): 432 (16.05%)

Gifted and Talented (GT): 287 (10.67%)

Career and Technical Education (CTE): 1,877 (69.75%)

At Risk: 1,325 (49.24%)

ALL Testers

All staff are certified to teach in the areas that they are teaching.

The resignation/retirements from 2014-15 to current:

2014-15 to 2015-16: 26

2015-16 to 2016-17: 16

2016-17 to 2017-18: 13

2017-2018 to 2018-19: 30

2020-2021 to 2021-2022: 28

2021-2022 to 2022-2023: 39

The amount of first year teachers from 2014-2015 to current:

2014-15 to 2015-16: 9

2015-16 to 2016-17: 5

2016-17 to 2017-18: 4

2017-18 to 2018-19: 14

2021 to 2022: 11

2022-2023: 8

-We serve our SPED students through In-Class Support, Access and Omega programs based on their learning needs.

-Alignment of Lesson Plan format to focus on learning objectives and formative assessment.

-Transition programming to focus on work-based learning

Staff members need increased opportunities to collaborate and exchange ideas in cross-curricular and co-curricular teams.

Teachers are given

HHS conducted staff and student surveys throughout the school year in 2021-2022. These same surveys will be used in 22-23 to compare results for growth.

We have committed to ongoing SEL support for all staff and students.

Parent engagement improved during the 21-22 school year to support our booster and volunteer organizations in the post-covid year as parent participation increased to a new high level!

Parents are invited to participate in organizations and events including PTSA, and booster organizations. parent nights including FAFSA night and college nights.

HHS is implementing Character Strong for all F2F learners, staff and administrators in addition to online SEL lessons for remote learners.


Staff are supported through the new Horizontal Herd groups that offer both PBIS support and cross-curricular support as they meet. Follow-up to those meetings includes dept chair meetings and dept meetings.






Students need emotional support through access to a curriculum that meets their social-emotional needs. Students have been adjusting to online and blended learning due to COVID 19 and need increased and ongoing Social Emotional Learning support. As students returned to F2F learning they initially struggled academically as well, teachers and staff needed to support students but they are not trained counselors so they needed training and support as well.

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

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

<p>We will conduct classroom observations with feedback consistently throughout the year. Administrator and C & I classroom observations with timely and specific feedback - Minimum of 2 walkthroughs per teacher, per year - REVISED Jan 2022</p> <p>Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022</p> <p>Increased observations and feedback in classes with special populations Administrators, Campus C & I team</p> <p>Recruit, support, retain teachers and principals - Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>				
<p>Campus Professional Learning Communities (PLC) will engage in thorough data digging processes to identify and discuss ways to close gaps in learning. Identification and communication of students needing additional intervention</p> <p>Focused Professional Learning Community (PLC) meetings in STAAR EOC tested subjects</p>				

<p>Students who were coded as "absent" or "other" during Sp 2021 testing (or who have failed an EOC in the past) will engage in ongoing accelerated instruction (AI) in alignment with the requirements of HB4545.</p> <p>Students coded "absent" or "other" will take a BOY assessment to determine AI needs</p> <p>Identified students will be provided with ongoing accelerated instruction opportunities before/during/after school and on select Saturdays</p> <p>Staff will continuously track progress of identified students to ensure progress in meeting 30 hour requirement per subject needed</p> <p>An incentive program will be established to encourage student engagement and participation - REMOVED Jan 2022 (It was determined that ESSER funds cannot be used for this purpose)</p> <p>Communication with identified students and parents will be ongoing through EOY or until student passes applicable EOC</p> <p style="text-align: center;">Campus C & I team, Principal, ESSER Tutors/Teachers</p> <p>Build a foundation of reading and math, Improve low-performing schools</p> <p>- Lever 5: Effective Instruction</p> <p style="text-align: center;">ESSER Tutors - ESSER - \$116,042</p>				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

We will provide increased College Career & Military Readiness (CCMR) opportunities for all students and closely monitor graduation potential of current seniors (providing early interventions as necessary) as evidenced by 90% of the senior class meeting 1 or more performance objectives.

CCMR End of Year (EOY) data

Individual Graduation Committee (IGC) documentation

Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

We will reduce the percentage of Special Education students who receive In School Suspension (ISS) and Out of School Suspension (OSS) due to disciplinary issues by 5% in each grading period.

Skyward Discipline Data reports

Discipline Training agendas from campus professional learning

Discipline Flow Chart

Classroom Walkthrough Data & Checklists

We will use CHAMPS campus-wide and provide student incentive programs in an effort to decrease disciplinary issues for all students. - REVISED Jan 2022	
CHAMPS posted and evidence of use in all classrooms	
Ongoing reinforcement of CHAMPS and other classroom management techniques - REVISED Jan 2022	
Campus-wide use of HHS discipline flow-chart	
Implementation of behavior incentive programs for students - ADDED Jan 2022	
Classroom Teachers, Assistant Principals, Department Chairs, Office Support	
Staff	
Lever 3: Positive School Culture	

1	2	3	Intervention Personnel		\$754,657.00
2	2	1	Personnel		

