Birdville Independent School District

Haltom High School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 1, 2022

Demographics

Demographics Summary

Student Demographics (Snapshot 2021):

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%)

Staff Demographics:

Total Staff: 238

Teachers: 193 (81.09%)

Professional Support: 29 (12.18%)

Campus Admin: 7 (3.5%)

Educational Aides: 16 (6.72%)

Graduation Rate:

2017-2018 Graduation Rate: 91.9%

2017-2018 Dropout Rate: 1.5%

2018-2019 Graduation Rate: 93.6%

2018-2019 Dropout Rate: 1.4%

2021-2022 Graduation Rate: 98%

2021-2022 Dropout Rate: 09%

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 (58.68%)

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: 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%)

<u>Staff Demographics:</u>

Total Staff: 238

Teachers: 162 (81.09%)

Professional Support: 29 (12.18%)

Campus Admin: 8 (3.5%)

Educational Aides: 10 (6.72%)

Demographics Strengths

Graduation Rate is trending upwards: 2011 - 83.6% to 2019 - 93.6% TO 2022: 98%

Dropout Rate is trending downwards: 2011 - 9.0% to 2019 - 1.4% to 2022: .09%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students at Haltom High School read below grade level on average as evidenced by results on STAAR/EOC tests when compared against TEA Comparison Group Campuses. **Root Cause:** We have an increasing population of students who are English Learners (EL), Economically Disadvantaged, and/or Special Education (SPED) who need increased opportunities to engage in literacy-based activities that will grow their reading comprehension for these tests.

Student Learning

Student Learning Summary

ALL Testers

		Algebra I	Biology	English I	English II	US History
		Approaches				
001- Haltom HS	2022	66.16%	61.34%	58.41%	63.21%	66.65%
	2017	74%	88%	54%	56%	94%
	2018	78%	88%	61%	61%	90%
	2019	68%	87%	60%	65%	96%

		Algebra I	Biology	English I	English II	US History
Meets	2022	32.77%	57.18%	41.03%	52.39%	64.39%
001- Haltom HS	2017	27%	58%	36%	38%	73%
	2018	36%	66%	40%	41%	74%
	2019	27%	63%	44%	49%	79%

		Algebra I	Biology	English I	English II	US History
		12.58%	23%	7.27%	6.41%	38.63
Masters						
001-Haltom HS	2017	8%	18%	5%	3%	41%
	2018	13%	30%	5%	5%	47%
	2019	9%	23%	8%	4%	52%

			Algebra 1	Biology	US History	ELAR
STAAR SPED Percentage						
	2018	Meets	20%	23%	25%	9%

Algebra 1 Biology US History ELAR

STAAR SPED Percentage

001-Haltom High School			Algebra 1	Biology	US History	ELAR
		Masters	8%	5%	8%	5%
	2019	Meets	18%	20%	29%	7%
		Masters	4%	3%	10%	0%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Haltom High School did not meet the target with a TELPAS progress rate of 34%. In 2021-2022 Haltom High School again did not meet the target with a TELPAS progress rate of 27%. In comparing the progress rate from 2021 and 2022, Haltom High School demonstrated a 7% point decrease in students' English language development.

Student Learning Strengths

Advanced Placement growth in World History, Human Geography, Calculus AB and Biology (beat the US scores by more than 30%)!

Increase in SPED English I Approaches from 11 to 18.64%.

Increase in Approaches and Meets for English II in EB and Sped.

Increase in English II Masters from 5.86% to 6.41%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math performance on STAAR/EOC is below target level for Algebra I at Haltom High School. **Root Cause:** Students are under performing in Reporting Category 3 of the STAAR End of Course (EOC) assessment for Algebra I; the percentage of students achieving "meets" and "masters" has decreased by 10% or higher in all student groups.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

-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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff members need increased opportunities to collaborate and exchange ideas in cross-curricular and co-curricular teams. **Root Cause:** Teachers are given limited opportunities to observe peers' teaching and use of strategies. Teacher-led professional development occurs, but time limitations inhibit the depth of presentation and learning. Teachers need to be able to communicate with each other outside of department "silos" by communicating with peers in other content areas.

Perceptions

Perceptions Summary

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.

Perceptions Strengths

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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need emotional support through access to a curriculum that meets their social-emotional needs. **Root Cause:** 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.

Priority Problem Statements

Problem Statement 1: Math performance on STAAR/EOC is below target level for Algebra I at Haltom High School.

Root Cause 1: Students are under performing in Reporting Category 3 of the STAAR End of Course (EOC) assessment for Algebra I; the percentage of students achieving "meets" and "masters" has decreased by 10% or higher in all student groups.

Problem Statement 1 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
- 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.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Student surveys and/or other feedback

Employee Data

- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Goals

Revised/Approved: August 26, 2022

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 1: We will achieve a 5% (minimum) growth on the EOC tests at the "meets" or "masters" level for every identified at-risk student group (SPED, EB and White students).

Evaluation Data Sources: Campus and District summative assessment data

Final STAAR EOC testing data

PLC meeting notes

Individual student monitoring

Strategy 1 Details	Reviews			

Strategy 1: Administrators and Department Chairs (DC) will coach and support Professional Learning Community (PLC) Leads and teachers to clearly define and monitor campus and district instructional expectations.
    Actions: Ongoing targeted professional learning opportunities
 	
Consistent C & I presence at Professional Learning Community (PLC) meetings for STAAR EOC tested subjects - REVISED Jan 2022
 	
Ongoing reinforcement and coaching of strategies and instructional expectations
    Staff Responsible for Monitoring: Administration, Campus C & I team, and Leaders of Learners (LOL) Team
 	
TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers
 - **Targeted Support Strategy**
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year.	**Formative**			**Summative**
Actions: Administrator and C & I classroom observations with timely and specific feedback - Minimum of 2 walkthroughs per teacher, per year - REVISED Jan 2022 Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022 Increased observations and feedback in classes with special populations **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Campus Professional Learning Communities (PLC) will engage in thorough data digging processes to identify and discuss ways to close gaps in learning.	**Formative**			**Summative**
Actions: Identification and communication of students needing additional intervention Focused Professional Learning Community (PLC) meetings in STAAR EOC tested subjects Common assessments and data dissagregation in STAAR EOC tested subjects Campus C & I support at STAAR EOC PLC meetings - REVISED Jan 2022 Classroom observations to ensure effective instructional strategies are taking place **Staff Responsible for Monitoring:** Administrators, Campus C & I team, PLC Lead Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Students coded "absent" or "other" will take a BOY assessment to determine AI needs Identified students will be provided with ongoing accelerated instruction opportunities before/during/after school and on select Saturdays Staff will continuously track progress of identified students to ensure progress in meeting 30 hour requirement per subject needed 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) Communication with identified students and parents will be ongoing through EOY or until student passes applicable EOC **Staff Responsible for Monitoring:** Campus C & I team, Principal, ESSER Tutors/Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** ESSER Tutors - ESSER - $116,042				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: 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.

HB3 Goal

Evaluation Data Sources: CCMR End of Year (EOY) data

Individual Graduation Committee (IGC) documentation

Graduation Rate

Documentation of military recruiters and college visits (virtual, face-to-face)

Edgenuity documentation

Other intervention documentation

Parent/Student communication documentation

Strategy 1 Details	Reviews			
Strategy 1: We will promote and communicate opportunities for 10 - 12th grade students to participate in PSAT & SAT testing and we will provide multiple opportunities for all students to practice test content.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms Khan Academy PSAT & SAT practice embedded in Buff Time bi-weekly Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports 10th - 12th Grade PSAT & SAT participation rates SAT Bootcamp offered for PSAT top 80 juniors - ADDED Jan 2022 Offer ASVAB testing for students interested in the military - ADDED Jan 2022 **Staff Responsible for Monitoring:** Administrators, Academic Dean, Counselors, Graduation Counselor				

Strategy 2 Details	Reviews			
Strategy 2: AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and military opportunities on an ongoing basis.	**Formative**			**Summative**
Actions: AVID seniors will participate in face-to-face and virtual college visits	**Nov**	**Jan**	**Mar**	**June**
HHS campus will promote a "college going" atmosphere				
AVID teachers will ensure students have completed college entry requirements				
Multiple colleges, recruiters, business professionals, and Haltom graduates will be invited to speak to AVID seniors about opportunities after graduation - REVISED Jan 2022 **Staff Responsible for Monitoring:** AVID Coordinator & Site Team, Academic Dean, Graduation Counselor, Counselors				

Strategy 3 Details	Reviews			
Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating and HHS Graduation Coach will conduct frequent meetings with all students in the 2021-22 cohort who are in a credit deficient.	**Formative**			**Summative**
Actions: Appropriate teachers, assistant principals and counselors will be notified of identified students in an effort to provide additional targeted support	**Nov**	**Jan**	**Mar**	**June**
Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed				
Students will be provided additional support (as needed) for external school factors inhibiting school performance **Staff Responsible for Monitoring:** Graduation Coach, Academic Dean, Assistant Principals, Counselors, Teachers				
Funding Sources: Intervention Personnel - 199 - General Funds: SCE - $754,657				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: 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.

Evaluation Data Sources: Skyward Discipline Data reports

Discipline Training agendas from campus professional learning

Discipline Flow Chart

Classroom Walkthrough Data & Checklists

Strategy 1 Details		Reviews		
Strategy 1: We will use CHAMPS campus-wide and provide student incentive programs in an effort to decrease disciplinary issues for all students. - REVISED Jan 2022		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Actions: 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 **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff					
ESF Levers: Lever 3: Positive School Culture					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: We will monitor core staff on their consistent use of literacy building strategies that benefit all students through AVID walks and administrative walk-throughs documented in Eduphoria.

> **Evaluation Data Sources:** Student work samples and artifacts
>
> Professional Learning agendas with a Literacy focus
>
> Classroom observations
>
> ELA assessment data (interims, compositions, EOC, Star 360) - ADDED Jan 2022

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be trained on AVID Reading and Writing strategies and will commit to implement one strategy for each multiple times throughout the year. - REVISED Jan 2022	**Formative**			**Summative**
Actions: Beginning of Year (BOY) professional learning on AVID Reading & Writing strategies - REVISED Jan 2022 Ongoing AVID training for Reading & Writing Strategies - REVISED Jan 2022 Implementation of an artifact upload schedule for all departments requiring submission of Reading & Writing artifacts 3x per year - REVISED Jan 2022 **Staff Responsible for Monitoring:** Academic Dean, AVID Elective Teachers, Department Chairs **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy**	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Actions: Consistent administrator and C & I classroom observations with timely and specific feedback Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022 Increased observations and feedback in classes with special populations **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction					

Strategy 3 Details		Reviews			
Strategy 3: All teachers will engage students in AVID Reading & Writing strategies on a consistent basis throughout the year. - REVISED Jan 2022		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Actions: Student artifacts Focused professional learning opportunities for staff Classroom observations **Staff Responsible for Monitoring:** Administrators, Campus C & I team, Department Chairs **TEA Priorities:** Build a foundation of reading and math					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: All teachers will participate in the ongoing professional learning of strategies and best practices to support and grow literacy in Emergent Bilinguals (EB) and all students through cross-curricular collaboration regarding consistent use of SIOP best practices once per grading period.

    Evaluation Data Sources: Professional Learning agendas with a Sheltered Instruction focus

    Ongoing collaboration opportunities with district Multilingual Services Department

    Classroom observations and walk-throughs in Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: We will collaborate with the Multilingual Services department to ensure all teachers are trained in sheltered instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Actions: Targeted professional learning throughout year focusing on building reading/writing/listening/speaking skills in Emergent Bilinguals (EB) and all students
 	
    Ongoing monitoring of the academic progress of EB students
 	
    Increased technology use with EB students in an effort to build familiarity with Texas English Language Proficiency Assessment System (TELPAS) testing process
    Staff Responsible for Monitoring: Teachers, TELPAS/EL Administrator, Academic Dean
 	
    TEA Priorities:
Build a foundation of reading and math
 - **Targeted Support Strategy**
    Funding Sources: Personnel - 199 - General Funds: SCE				

Strategy 2 Details	Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure strategies are being implemented campus-wide.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Actions: Consistent administrator and C & I classroom observations with timely and specific feedback
 	
    Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022
 	
    Increased observations and feedback in classes with special populations
    Staff Responsible for Monitoring: Administrators, Campus C & I team				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 3: We will promote the ASPIRE program to all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day for reading and math as evidenced by increased enrollment from May 2022 to May 2023.

Evaluation Data Sources: Artifacts of communication (flyers, emails, social media posts, etc...)

ASPIRE student participation counts BOY/MOY/EOY

ASPIRE student academic performance

Artifacts of collaboration between ASPIRE and other campus programs (SAT Prep, AI, Homework Help Line) - ADDED Jan 2022

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Social emotional learning will be a priority for all students and staff.

    Evaluation Data Sources: Character Strong implementation in Buff Time

    Social Emotional Learning (SEL) student survey data BOY/MOY/EOY - REVISED Jan 2022

    Buff Time lesson plan agendas

Strategy 1 Details		Reviews			
Strategy 1: Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year.		**Formative**			**Summative**
Actions: Teachers will commit to using the Character Strong curriculum each Friday during Buff Time. Teachers will engage students in the Character Strong curriculum on a weekly basis. Student groups will help to promote Character Strong as part of school culture. Student survey conducted BOY/MOY/EOY to track students' social-emotional well being and safety at HHS - ADDED Jan 2022 **Staff Responsible for Monitoring:** Crisis Counselors, Counselors, Administrators, Academic Dean, Character Strong team **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: We will improve and maintain ongoing communication with parents in a thorough and timely manner through social media and Blackboard use for all campus events as evidenced by a 10% increase in parent participation in community events from August 2022-May 2023.

Evaluation Data Sources: Parent contact documentation

Social media documentation

Automated call/text/email blast documentation

Strategy 1 Details	Reviews			
Strategy 1: We will communicate important information with parents and the HHS community in a timely manner through the use of multiple platforms.	Formative			Summative
	Nov	Jan	Mar	June
Actions: All school communication will be posted on multiple social media platforms in an effort to reach a larger audience. Text/Email/Phone call blasts will be utilized and sent in English and Spanish (when possible) HHS website will be updated frequently **Staff Responsible for Monitoring:** Designated Admin, Campus Media Specialist **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Funding Summary

**199 - General Funds: SCE**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Personnel		$754,657.00
2	2	1	Personnel		$0.00
				Sub-Total	$754,657.00
				Budgeted Fund Source Amount	$754,657.00
				+/- Difference	$0.00
			ESSER		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESSER Tutors		$116,042.00
				Sub-Total	$116,042.00
				Budgeted Fund Source Amount	$116,042.00
				+/- Difference	$0.00
				Grand Total Budgeted	$870,699.00
				Grand Total Spent	$870,699.00
				+/- Difference	$0.00