

Birdville Independent School District

Haltom High School

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Haltom High School Guiding Principles:

Support for Each Other

Haltom High School believes in supporting each other in a family type of atmosphere. Each person is responsible for the support of others on the campus and vice versa.

Intentional Excellence

Through focused support towards high expectations, Haltom High School will be intentionally excellent.

Focus on Core Work

Our Core Work consists of the following three components:

Safety

Student Performance

Customer Service

Vision

Haltom High School will be the model comprehensive high school demonstrating excellence in Academics, Fine Arts, Community Service & Athletics.

Core Beliefs

At Haltom High School, we will compete like a team, and care like a family!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (Snapshot):

Total Students: 2,691

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%)

2017-2018 Graduation Rate: 91.9%

2017-2018 Dropout Rate: 1.5%

2018-2019 Graduation Rate: 93.6%

2018-2019 Dropout Rate : 1.4%

Demographics Strengths

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students at Haltom High School read below grade level on average. **Root Cause:** We have an increasing population of students who are EL, Economically Disadvantaged and/or SPED and we need to provide increased opportunities to engage these students in literacy activities.

Student Learning

Student Learning Summary

ALL Testers

Algebra I **Biology** **English I** **English II** **US History**
Approaches

001- Haltom
HS

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

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**
Masters

001-Haltom HS	2017	8%	18%	5%	3%	41%
	2018	13%	30%	5%	5%	47%
	2019	9%	23%	8%	4%	52%

STAAR SPED Percentage		Algebra 1	Biology	US History	ELAR
001-Haltom High School	2018 Meets	20%	23%	25%	9%
	Masters	8%	5%	8%	5%
	2019 Meets	18%	20%	29%	7%
	Masters	4%	3%	10%	0%

Student Learning Strengths

Increase in Approaches for all students from 2018-2019 school year in English 2 and US History

Increase in Meets performance for all students from 2018-2019 school year in English 1, English 2 and US History

Increase in Masters performance for all students from 2017-2019 school year in U.S. History and English 1

Advanced Placement Calculus BC scores increased from 2014-2019 will an average score of 2.56 to 4.11 (on a score scale from 1-5)

Earned academic distinctions for the 2017-2018 school year in Mathematics and Science

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math performance is below target level for the majority of student groups at Haltom High School. **Root Cause:** Students are under performing in reporting category 2 of the STAAR EOC assessment for Math, and the percentage of students achieving "meets" and "masters" has decreased by 2% or higher in all student groups except SPED.

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

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

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff members need increased opportunities to learn from each other. **Root Cause:** Teachers are given limited opportunities to observe peers' teaching and use of strategies. Teacher led professional development occurs, but time limitations inhibit depth of presentation and learning.

Perceptions

Perceptions Summary

We have identified that all students and staff are in need of ongoing SEL support due to the impact of COVID 19.

HHS began the 2020-21 school year with a full day of SEL for all staff, and students engaged in SEL learning the first 2 days of school.

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need access to curriculum that meets their social emotional needs. **Root Cause:** Students have been adjusting to online learning due to COVID 19 and need increased and ongoing SEL support.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (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 and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

Goals

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 at-risk student group.

a) In addition, we will increase the focus on and monitoring of SPED and White students with regards to EOC achievement (all tests) at the "meets" and "masters" levels.

Evaluation Data Sources: Campus and District summative assessment data

Final EOC testing data

PLC meeting notes

Individual student monitoring

Summative Evaluation: None

Strategy 1: Administrators and DCs will coach and support PLC Leads and teachers to clearly define and monitor campus and district instructional expectations.

<p>Actions: Ongoing targeted professional learning opportunities</p> <p>Consistent admin presence at PLC for EOC tested subjects</p> <p>Ongoing reinforcement and coaching of strategies and instructional expectations</p> <p>Staff Responsible for Monitoring: Administration and LOL Team</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 2: We will conduct classroom observations with feedback consistently throughout the year.

<p>Actions: Consistent admin classroom observations with timely and specific feedback</p> <p>Learning walks for teachers to observe strategies and "best practices" of peers</p> <p>Increased observations and feedback in classes with special populations</p> <p>Staff Responsible for Monitoring: Administrators, Academic Dean</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: PLCs will engage in thorough data digging processes to identify and discuss ways to close gaps in learning.

Actions: Identification and communication of students needing additional intervention

Focused PLC meetings in EOC tested subjects

Common assessments and data disaggregation in EOC tested subjects

Admin support at EOC PLC meetings

Classroom observations to ensure strategies are taking place

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Improve low-performing schools

Funding Sources:

ESF Levers: Lever 5: Effective Instruction

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: We will provide increased CCMR opportunities for all students and closely monitor graduation potential of current seniors (providing early interventions as necessary).

HB3 Goal

Evaluation Data Sources: CCMR EOY data

IGC documentation

Graduation Rate

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

Edgenuity documentation

Other intervention documentation

Parent/Student communication documentation

Summative Evaluation: None

Strategy 1: We will increase military awareness and provide opportunities for 10 - 12th grade students to participate in ASVAB testing and we will provide multiple opportunities for students 10 - 12th to participate in ASVAB testing.

Actions: Communication and explanation of ASVAB test to 10 - 12th students	Formative	
Multiple testing dates scheduled to ensure most students have opportunity to participate		
Staff Responsible for Monitoring: Administrators, Academic Dean, Counselors, Graduation Counselor		
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		June

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.


<p>Actions: AVID seniors will participate in virtual college visits</p> <p>HHS campus will promote a college going atmosphere</p> <p>AVID teachers will ensure students have completed college entry requirements</p> <p>Multiple colleges and recruiters will be invited to speak to AVID seniors about opportunities after graduation</p> <p>Staff Responsible for Monitoring: AVID Site Team, Academic Dean, Graduation Counselor, Counselor</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

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 2020-21 cohort who are in credit deficient.

<p>Actions: Identified students will be communicated with appropriate teachers, AP and counselor to provide additional support</p> <p>Students will be supported and monitored through the IGC process as needed</p> <p>Students will be provided additional support (as needed) for external school factors inhibiting school performance</p> <p>Staff Responsible for Monitoring: Graduation Coach, Academic Dean, Counselors, Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 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 continuously train core staff on literacy building strategies that benefit all students.

Evaluation Data Sources: Student samples, Focused professional learning opportunities for staff, Classroom observations

Summative Evaluation: None

Strategy 1: All teachers will be trained on the annotation and quickwrite process throughout the year and will submit student exemplars.	
<p>Actions: BOY professional learning on the A & Q process</p> <p>Ongoing AVID training on the A & Q process</p> <p>A & Q schedule for all departments 2x per year</p> <p>Staff Responsible for Monitoring: Academic Dean and DCs</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.	
<p>Actions: Consistent admin classroom observations with timely and specific feedback</p> <p>Learning walks for teachers to observe strategies and "best practices" of peers</p> <p>Increased observations and feedback in classes with special populations</p> <p>Staff Responsible for Monitoring: Administrators, Academic Dean</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: All teachers will engage students in annotation and quickwrite activities a minimum of two times per year.

Actions: Student samples Focused professional learning opportunities for staff Classroom observations Staff Responsible for Monitoring: Administrators, Academic Dean, DCs Title I Schoolwide Elements: None TEA Priorities: Build a foundation of reading and math ESF Levers: None	Formative
	Nov
	Jan
	Mar
Summative	
June	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: All teachers will participate in ongoing professional learning of strategies and best practices to support and grow literacy in ELs and all students.

Evaluation Data Sources: Focused professional learning opportunities for staff





Ongoing collaboration opportunities with district Multilingual Services Department

Classroom observations

Summative Evaluation: None

Strategy 1: We will collaborate with the Multilingual Services department to ensure all teachers are trained in sheltered instruction.	
Actions: Targeted professional learning throughout year focusing on building reading/writing/listening/speaking	Formative
Ongoing monitoring of the academic progress of EL students	
Increased technology use with EL students in an effort to build familiarity with TELPAS testing process	
Staff Responsible for Monitoring: Teachers, EL Administrator, Academic Dean	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	June
Problem Statements: None	
TEA Priorities: Build a foundation of reading and math	
Funding Sources: None	
ESF Levers: None	
Targeted Support Strategy	

Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure strategies are being implemented campus-wide.

<p>Actions: Consistent admin classroom observations with timely and specific feedback</p> <p>Learning walks for teachers to observe strategies and "best practices" of peers</p> <p>Increased observations and feedback in classes with special populations</p> <p>Staff Responsible for Monitoring: Administrators & Academic Dean</p> <hr/> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

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

Evaluation Data Sources: Character Strong data

SEL survey data

Buff Time Lesson plan agendas

"Family Dare" meeting documentation

Online lesson plan documentation

Summative Evaluation: None

Strategy 1: Teachers will continuously engage in SEL lessons and will provide students with throughout the year.

Actions: Teachers will commit to using the Character Strong curriculum each Friday during Buff Time.

Remote learners will have access to SEL lessons on a daily basis via Crisis Counselor Canvas page.

Teachers will engage in the Character Strong curriculum on a weekly basis.

Student groups will help to promote Character Strong as part of school culture.

Staff Responsible for Monitoring: Crisis Counselors, Counselors, Administrators, Academic Dean, Character Strong team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Funding Sources: None

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue





Performance Objective 2: We will maintain ongoing communication with parents in a thorough and timely manner.

Evaluation Data Sources: Parent contact documentation

Social media documentation

Automated call/text/email blast documentation

Summative Evaluation: None

Strategy 1: We will communicate important information with parents through the use of multiple platforms.	
<p>Actions: All school communication will be posted on multiple social media platforms in an effort to reach a larger audience.</p> <p>Text/Email/Phone call blasts will be utilized and sent in English and Spanish (when possible)</p> <p>HHS website will be updated frequently</p> <p>Staff Responsible for Monitoring: Designated Admin, Campus Media Specialist</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Summative</p> <p>June</p>
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Addendums