

**Birdville Independent School District**

**Haltom High School**

**2021-2022 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographics (Snapshot):

Total Students: 2,691

9th Grade: 782 (29.06%)

### Demographics Summary Student Demographics (Snapshot- based on 2018 - 19 TAPR):

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%)

**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%

10th Grade: 731 (27.16%)

11th Grade: 559 (20.77%)

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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 English Learners (EL), Economically Disadvantaged and/or Special Education (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%

### Algebra 1 Biology US History ELAR

#### STAAR SPED Percentage

2018 Meets	20%	23%	25%	9%
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## Algebra 1 Biology US History ELAR

### STAAR SPED Percentage

001-Haltom High School	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 3 of the STAAR End of Course (EOC) assessment for Algebra I, and the percentage of students achieving "meets" and "masters" has decreased by 2% or higher in all student groups except for Special Education (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 and blended learning due to COVID 19 and need increased and ongoing Social Emotional Learning 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
- (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

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data

## **Employee Data**

- State certified and high quality staff 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 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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Actions:</b> Ongoing targeted professional learning opportunities</p> <p>Consistent administrator presence at Professional Learning Community (PLC) meetings for STAAR EOC tested subjects</p> <p>Ongoing reinforcement and coaching of strategies and instructional expectations</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Leaders of Learners (LOL) Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will conduct classroom observations with feedback consistently throughout the year.</p> <p><b>Actions:</b> Consistent administrator 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><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus Professional Learning Communities (PLC) will engage in thorough data digging processes to identify and discuss ways to close gaps in learning.</p> <p><b>Actions:</b> Identification and communication of students needing additional intervention</p> <p>Focused Professional Learning Community (PLC) meetings in STAAR EOC tested subjects</p> <p>Common assessments and data disaggregation in STAAR EOC tested subjects</p> <p>Administrator support at STAAR EOC PLC meetings</p> <p>Classroom observations to ensure effective instructional strategies are taking place</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Actions:</b> 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</p> <p>Communication with identified students and parents will be ongoing through EOY or until student passes applicable EOC</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Academic Dean, Principal, ESSER Tutors/Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Funding Sources:</b> ESSER Tutors - ESSER - \$141,525</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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).

**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			
<p><b>Strategy 1:</b> We will promote and communicate opportunities for 10 - 12th grade students to participate in PSAT &amp; SAT testing and we will provide multiple opportunities for all students to practice test content.</p> <p><b>Actions:</b> Communication of PSAT &amp; SAT testing to 10 - 12th students through multiple platforms</p> <p>Khan Academy PSAT &amp; SAT practice embedded in Buff Time bi-weekly</p> <p>Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports</p> <p>10th - 12th Grade PSAT &amp; SAT participation rates</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean, Counselors, Graduation Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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> <p><b>Actions:</b> AVID seniors will participate in face-to-face and 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><b>Staff Responsible for Monitoring:</b> AVID Coordinator &amp; Site Team, Academic Dean, Graduation Counselor, Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Actions:</b> Appropriate teachers, assistant principals and counselors will be notified of identified students in an effort to provide additional targeted support</p> <p>Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed</p> <p>Students will be provided additional support (as needed) for external school factors inhibiting school performance</p> <p><b>Staff Responsible for Monitoring:</b> Graduation Coach, Academic Dean, Assistant Principals, Counselors, Teachers</p> <p><b>Funding Sources:</b> Intervention Personnel - 199 - General Funds: SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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.

**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			
<p><b>Strategy 1:</b> We will use CHAMPS campus-wide and provide increased professional learning opportunities for staff to learn classroom management strategies and effective disciplinary techniques.</p> <p><b>Actions:</b> CHAMPS posted and evidence of use in all classrooms</p> <p>Ongoing professional learning of CHAMPS and other classroom management techniques</p> <p>Campus-wide use of HHS discipline flow-chart</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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**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 work samples and artifacts

Professional Learning agendas with a Literacy focus

Classroom observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will be trained on the annotation and quickwrite process throughout the year and will submit student artifacts.</p> <p><b>Actions:</b> Beginning of Year (BOY) professional learning on the annotation and quickwrite process</p> <p>Ongoing AVID training on the annotation and quickwrite process</p> <p>Implementation of an annotation and quickwrite schedule for all departments requiring submission of artifacts 2x per year</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, AVID Elective Teachers, Department Chairs</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.</p> <p><b>Actions:</b> Consistent administrator 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><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All teachers will engage students in annotation and quickwrite activities a minimum of two times per year. <b>Actions:</b> Student artifacts  Focused professional learning opportunities for staff  Classroom observations <b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean, Department Chairs <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
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**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 ongoing professional learning of strategies and best practices to support and grow literacy in Emergent Bilinguals (EB) and all students.

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

Ongoing collaboration opportunities with district Multilingual Services Department

Classroom observations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will collaborate with the Multilingual Services department to ensure all teachers are trained in sheltered instruction.</p> <p><b>Actions:</b> Targeted professional learning throughout year focusing on building reading/writing/listening/speaking skills in English Learners (EL) and all students</p> <p>Ongoing monitoring of the academic progress of EL students</p> <p>Increased technology use with EL students in an effort to build familiarity with Texas English Language Proficiency Assessment System (TELPAS) testing process</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, TELPAS/EL Administrator, Academic Dean</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Personnel - 199 - General Funds: SCE</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> We will conduct classroom observations with feedback consistently throughout the year to ensure strategies are being implemented campus-wide.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Administrators, Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June
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**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.

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

ASPIRE student participation counts BOY/MOY/EOY

ASPIRE student academic performance

**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 data

Social Emotional Learning (SEL) survey data

Buff Time lesson plan agendas

Online lesson plan documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year.</p> <p><b>Actions:</b> Teachers will commit to using the Character Strong curriculum each Friday during Buff Time.</p> <p>Teachers will engage students in the Character Strong curriculum on a weekly basis.</p> <p>Student groups will help to promote Character Strong as part of school culture.</p> <p><b>Staff Responsible for Monitoring:</b> Crisis Counselors, Counselors, Administrators, Academic Dean, Character Strong team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - ESF</p> <p><b>Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





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

**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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will communicate important information with parents and the HHS community in a timely manner through the use of multiple platforms.</p> <p><b>Actions:</b> 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><b>Staff Responsible for Monitoring:</b> Designated Admin, Campus Media Specialist</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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# Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Intervention Personnel		\$0.00
2	2	1	Personnel		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	ESSER Tutors		\$141,525.00
<b>Sub-Total</b>					<b>\$141,525.00</b>
<b>Grand Total</b>					<b>\$141,525.00</b>

# Addendums