

Birdville Independent School District

Haltom High School

2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

The mission of Haltom High School is to commit to ensuring that all students learn to think independently; develop self-confidence; become enthusiastic, lifelong learners; cultivate a respect for diversity of ideas; develop a positive concept of ethics and values; and acquire skills to become healthy, productive citizens. We, the faculty at Haltom High School, in accordance with the ideals set forth in our mission statement, believe that:

- Student learning is the chief priority for the school.
- All students possess the inherent drive for learning and are entitled to a positive learning environment resulting in the best education possible.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- A student's self-esteem is enhanced by positive relationships and mutual respect among and between culturally diverse students and staff creating an appreciation of different peoples and cultures.
- Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission by promoting opportunities to work together as a community of learners for the success of the school.
- Students will have the opportunity to participate in a variety of co-curricular and extracurricular activities that enhance character, citizenship, and leadership while developing productive skills necessary for future success.
- Students are provided competency-based applied learning that contributes to academic knowledge, higher-order thinking skills, problem-solving skills, work attitudes, and general employability skills with an emphasis on technology, occupational awareness, and post-secondary education. Students are provided with numerous opportunities to obtain college credit while in high school.

Haltom High School's goals, objectives, and long-range and annual action plan all reflect the mission and beliefs. Our campus improvement plan is formulated to ensure that every student on our campus has the access and opportunity necessary to achieve their fullest academic potential.

We also recognize that we are part of a larger community whose support is essential to our successfully accomplishing our mission and beliefs. Because of the high expectations from the Haltom High community, we are constantly striving to perform at a level of excellence commensurate with those expectations. Promoting student success is the cornerstone of our belief and guides our daily interaction with students.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.	14
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization.	22
Goal 3: All students and staff will learn and work in a safe and responsive environment.	29
Targeted Support Strategies	33
State Compensatory	34
Budget for Haltom High School	35
Personnel for Haltom High School	35
Campus Funding Summary	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (Fall PEIMS (2022-23)):

Student population: 2,786

9th Grade: 853 (30.626%)

10th Grade: 721 (25.88%)

11th Grade: 574 (20.60%)

12th Grade: 638 (22.90%)

Female: 1,317 (47.27%)

Male: 1,469 (52.73%)

Hispanic: 1,682 (60.37%)

American Indian/Alaskan Native: 10 (0.36%)

Asian: 165 (5.92%)

African American/Black: 268 (9.62%)

Hawaiian or Other Pacific Islander: 9 (0.32%)

White: 570 (20.46%)

Two or More Races: 82 (2.94%)

Special Education: 251 (9.01%)

Economically Disadvantaged: 1,995 (71.61%)

Emergent Bilingual (EB): 785 (28.18%)

English as a Second Language (ESL): 777 (27.89%)

Gifted and Talented (GT): 160 (5.74%)

At Risk: 1,895 (68.02%)

Staff Demographics:

Total Staff: 260

Teachers: 202 (78%)

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%

Demographics Strengths

- HHS is a culturally diverse campus.
- HHS was able to reclassify EB students during the previous school year.
- HHS graduation rate is over 90% in spite of a 12% mobility rate.
- HHS dropout rate is less than 1%.
- 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 (Prioritized): Some 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:** HHS has an increasing population of students who are Emergent Bilingual (EB), 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: Haltom High School

Approaches

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2023*	71.11%	89.43%	71.41%	73.92%	96.04%
2022	66.16%	61.34%	58.41%	63.21%	66.65%
2019	68%	87%	60%	65%	96%
2018	78%	88%	61%	61%	90%
2017	74%	88%	54%	56%	96%

Meets

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2023*	32.06%	58.57%	52.76%	53.54%	73.06%
2022	32.77%	57.18%	41.03%	52.39%	64.39%
2019	27%	63%	44%	49%	79%
2018	36%	66%	40%	41%	74%
2017	27	58%	36%	38%	73%

Masters

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2023*	10.79%	22.11%	10.82%	6.08%	37.88%
2022	12.58%	23%	7.27%	6.41%	38.63%

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2019	9%	23%	8%	4%	52%
2018	13%	30%	5%	5%	52%
2017	27	58%	36%	38%	73%

EB All Grades All Subjects (Total ESL from TAPR)

	Appr	Meets	Masters
2022	60%	30%	6%
2021	65%	35%	9%

Special Education All Grades All Subjects

	Appr	Meets	Masters
2022	43%	25%	11%
2021	48%	26%	13%

*2023 scores are based on campus data and not the TAPR which contains snapshot date information

Student Learning Strengths

- Administrators were frequently in classrooms providing direct feedback to teachers (more than 500 walkthroughs).
- Staff surveys revealed that students are being supported through appropriate accommodations and instructional supports.
- AP programs continue to be strong in human geography, world history, and biology.
- The HHS band has strong membership and talent.
- Growth has occurred in PSAT scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Meets and masters performance are below-target level for EOC tests at Haltom High School. **Root Cause:** Students are underperforming in

Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

School Processes & Programs

School Processes & Programs Summary

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

Resignations/Retirements

School Year	Resignation/ Retirements
2021-2022 to 2022-2023	39
2020-2021 to 2021-2022	28
2017-2018 to 2018-19	30
2016-17 to 2017-18	13
2015-16 to 2016-17	16
2014-15 to 2015-16	26

First Year Teachers

2023-2024	8
2022-2023:	8
2021-2022	11
2018-2019	14
2017-2018	4
2016-2017	5
2015-2016	9

- Campus C&I is led by an onsite Academic Dean and Academic Coach supported by the district personnel who regularly interact at the campus.
- Master scheduling is completed collaboratively to ensure the classes are aligned with student needs.
- The campus/district is 1:1 for technology, and every student on campus is issued a Chromebook. Technology is integrated through the district's LMS (Canvas) and various other educational applications.
- Decision-making processes are made by consulting various stakeholders (teachers, administration, community members, business members, and parents).
- Character Strong is implemented through advisory time weekly.

School Processes & Programs Strengths

- Staff and student safety.
- Community partnerships promoting college, career, and military readiness.
- Positive school climate.

- Communication processes with Spanish-speaking families and students.
- Dedicated time for EOC teachers to engage in the Professional Learning Community (PLC) process.
- Clear establishment of student policy including cell phone, discipline, and dress code policies.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms. **Root Cause:** The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.

Perceptions

Perceptions Summary

HHS conducted staff and student surveys throughout the school year in 2022-2023. Findings indicate that the environment is characterized by strong staff engagement and influence evidenced through the perception of a robust staff voice that helps shape policies and practices. HHS has a strong parent involvement through PTSA and booster clubs. The implementation of Character Strong demonstrates the commitment to holistic student development. Students perceive a positive atmosphere of safety which reflects the effectiveness of the implemented safety measures. The majority of staff express a sense of safety contributing to the perception of a well-rounded and secure educational environment. Areas of growth are increased attendance and more frequent social media communications.

Perceptions Strengths

A survey of on-campus learning leaders found the following strengths:

- 100% of those surveyed responded HHS has a spirit of collaboration.
- 100% of those surveyed responded they have a voice on campus.
- 100% of those surveyed responded that HHS has a unified approach to establishing educator expectations
- 100% of those surveyed responded they have an improved outlook for the future of Haltom High.
- In the district survey, 70% of students reported feeling safe on campus and a majority of students said that their school is a "good school."
- Horizontal groups implemented in the previous school year have been effective in promoting communication, collaboration, and shared beliefs which foster a positive perc
- Haltom has an active PTSA and booster clubs that build a positive school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student attendance is a factor in perceptions. High attendance rates contribute to positive perceptions among stakeholders, reinforcing the idea of a vibrant learning community. **Root Cause:** Young adults and adolescents have various interests outside of school (work, family, taking care of siblings). Providing support to students can increase their desire to come to school and enhance attendance rates as this is a primary factor of academic success.

Priority Problem Statements

Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School.

Root Cause 1: Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some 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 2: HHS has an increasing population of students who are Emergent Bilingual (EB), 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.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms.

Root Cause 3: The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Student attendance is a factor in perceptions. High attendance rates contribute to positive perceptions among stakeholders, reinforcing the idea of a vibrant learning community.

Root Cause 4: Young adults and adolescents have various interests outside of school (work, family, taking care of siblings). Providing support to students can increase their desire to come to school and enhance attendance rates as this is a primary factor of academic success.

Problem Statement 4 Areas: Perceptions

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

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

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 groups.

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 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 - - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year. Actions: Administrator and C & I classroom observations with timely and specific feedback - Minimum of 2 walkthroughs per teacher, per year. 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 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	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. Actions: Identification and communication of students needing additional intervention Focused Professional Learning Community (PLC) meetings in STAAR EOC tested subjects Common assessments and data disaggregation in STAAR EOC tested subjects Campus C & I support at STAAR EOC PLC meetings 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 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Students who did not meet approaches on STAAR EOCs will engage in ongoing accelerated instruction (AI) in alignment with legal requirements. Actions: Identified students will be provided with ongoing accelerated instruction opportunities before/during/after school and on select Saturdays Staff will continuously track the progress of identified students to ensure progress in meeting AI requirements per subject needed Communication with identified students and parents will be ongoing through EOY or until the 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 Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: ESSER Tutors - ESSER - \$116,042		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some 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: HHS has an increasing population of students who are Emergent Bilingual (EB), 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
Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School. Root Cause: Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.
School Processes & Programs
Problem Statement 1: The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms. Root Cause: The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.

Perceptions

Problem Statement 1: Student attendance is a factor in perceptions. High attendance rates contribute to positive perceptions among stakeholders, reinforcing the idea of a vibrant learning community. **Root Cause:** Young adults and adolescents have various interests outside of school (work, family, taking care of siblings). Providing support to students can increase their desire to come to school and enhance attendance rates as this is a primary factor of academic success.

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. 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 Offer ASVAB testing for students interested in the military Staff Responsible for Monitoring: Administrators, Academic Dean, Counselors, Graduation Counselor Problem Statements: Student Learning 1 Funding Sources: Academic Dean - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June

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. Actions: AVID seniors will participate in face-to-face and virtual college visits 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 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating and the HHS Graduation Coach will conduct frequent meetings with all students in the current year's cohort who are in a credit deficient. Actions: Appropriate teachers, assistant principals and counselors will be notified of identified students in an effort to provide additional targeted support 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 Problem Statements: Demographics 1 Funding Sources: Intervention Personnel - 199 - General Funds: SCE - \$754,657	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Some 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: HHS has an increasing population of students who are Emergent Bilingual (EB), 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

Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School. **Root Cause:** Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

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 3% in each grading period.

Evaluation Data Sources: Focus 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. Actions: CHAMPS posted and evidence of use in classrooms Ongoing reinforcement of CHAMPS and other classroom management techniques Campus-wide use of HHS discipline flow-chart Implementation of behavior incentive programs for students Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School. Root Cause: Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

School Processes & Programs

Problem Statement 1: The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms. **Root Cause:** The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.

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 as evidenced by the use of AVID strategies that specifically support EB students.

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 implementing one strategy for each multiple times throughout the year. Actions: Beginning of Year (BOY) professional learning on AVID reading and writing strategies Ongoing AVID training for Reading & Writing Strategies Implementation of an artifact upload schedule for all departments requiring submission of reading and writing artifacts 3x per year Staff Responsible for Monitoring: Academic Dean, AVID Elective Teachers, Department Chairs TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: AVID teachers - 199 - General Funds: SCE	Formative			Summative
	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. 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 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 Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers will engage students in AVID Reading and writing strategies on a consistent basis throughout the year. 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 Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some 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: HHS has an increasing population of students who are Emergent Bilingual (EB), 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

Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School. **Root Cause:** Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

School Processes & Programs

Problem Statement 1: The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms. **Root Cause:** The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.

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 the consistent use of EB best practices once per grading period.

Evaluation Data Sources: Professional Learning agendas with a Sheltered Instruction focus - August/September 2023, Lunch and Learns, January 2024 PD day

Ongoing collaboration opportunities with district Multilingual Services Department (push-in lessons and planning with teachers)

Classroom observations and walk-throughs in Eduphoria in coordination with multilingual and content coordinators

Strategy 1 Details	Reviews			
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 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 Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Personnel - 199 - General Funds: SCE	Formative			Summative
	Nov	Jan	Mar	June
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. Actions: Consistent administrator and C & I classroom observations with timely and specific feedback	Formative			Summative
	Nov	Jan	Mar	June

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

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Some 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:** HHS has an increasing population of students who are Emergent Bilingual (EB), 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

Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School. **Root Cause:** Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

School Processes & Programs

Problem Statement 1: The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms. **Root Cause:** The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.

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





Performance Objective 3: We will promote the afterschool tutorial program to all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day for core as evidenced by enrollment numbers throughout the year.

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

After school tutoring student participation counts BOY/MOY/EOY

After school tutoring students academic performance

Strategy 1 Details		Reviews			
Strategy 1: We will communicate regularly with parents, students, and teachers regarding resources and weekly in-person tutorials designed to strengthen and extend academic achievement (including after-school AI tutorials and Buff Time tutorials). Actions: Tutorial schedules Media communications through various channels Student attendance at tutorial sessions Student participation in Buff Time activities Staff Responsible for Monitoring: Administrators and campus C& I team Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Some 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: HHS has an increasing population of students who are Emergent Bilingual (EB), 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
Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School. Root Cause: Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

School Processes & Programs

Problem Statement 1: The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms. **Root Cause:** The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.





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

Buff Time lesson plan agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year. 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 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 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1 Funding Sources: Crisis Intervention Counselors - 199 - General Funds: SCE				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some 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: HHS has an increasing population of students who are Emergent Bilingual (EB), 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

Problem Statement 1: Meets and masters performance are below-target level for EOC tests at Haltom High School. **Root Cause:** Students are underperforming in Reporting Category 3 of the STAAR End of Course (EOC) assessments. While the percentage of students achieving "meets" and "masters" is moving closer to pre-COVID levels, a renewed focus on targeted, Tier 1 instruction to reengage students is needed.

Perceptions

Problem Statement 1: Student attendance is a factor in perceptions. High attendance rates contribute to positive perceptions among stakeholders, reinforcing the idea of a vibrant learning community. **Root Cause:** Young adults and adolescents have various interests outside of school (work, family, taking care of siblings). Providing support to students can increase their desire to come to school and enhance attendance rates as this is a primary factor of academic success.





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.

Evaluation Data Sources: Parent contact documentation via attendance contact program, teacher contact logs.

Social media documentation provided to district consistently.

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. 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 Problem Statements: School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The effectiveness of the teaching and learning environment is impacted by the inconsistent implementation of critical instructional practices and policies. Staff adherence to the "First 10; last 10" and "bell to bell instruction" principles, along with tardy policies, varies across classrooms. Root Cause: The root cause is related to clear and consistent communication with students and stakeholders. More time to collaborate and reinforce policies to students is needed.





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

Performance Objective 3: We will monitor and reinforce attendance goals and respond to students in need of support.

Evaluation Data Sources: District attendance software.

Focus reports documenting attendance rates.

Attendance calls, letters, and contracts.

Strategy 1 Details		Reviews			
Strategy 1: We will identify and support students with attendance through the use of phone calls, letters, and attendance contracts. Actions: Implementation of district attendance procedures Review and implementation of campus attendance procedures Weekly attendance discussions with campus leadership Weekly attendance monitoring through district software Assignment of attendance coordinator at the campus level Staff Responsible for Monitoring: Campus administration Problem Statements: Perceptions 1 Funding Sources: Attendance Officers - 199 - General Funds: SCE		Formative			Summative
		Nov	Jan	Mar	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Student attendance is a factor in perceptions. High attendance rates contribute to positive perceptions among stakeholders, reinforcing the idea of a vibrant learning community. Root Cause: Young adults and adolescents have various interests outside of school (work, family, taking care of siblings). Providing support to students can increase their desire to come to school and enhance attendance rates as this is a primary factor of academic success.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	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.
2	1	1	All teachers will be trained on AVID Reading and Writing strategies and will commit to implementing one strategy for each multiple times throughout the year.
2	2	1	We will collaborate with the Multilingual Services department to ensure all teachers are trained in sheltered instruction.

State Compensatory

Budget for Haltom High School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 16

Brief Description of SCE Services and/or Programs

--

Personnel for Haltom High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amber Bean	Teacher ESL	1
Andrea Breedlove	Counselor Student Assistance	1
Caitlin Hohman	Teacher	1
Christine Torres	Teacher ESL	1
Dinorah Gonzalez	Bilingual ESL EA	1
Gizzel Cruz-O'Neal	Teacher	1
Jeannie Mata	Counselor Student Assistance	1
Kenneth Reed	Teacher	1
Kenneth Sooter	Credit Recovery Teacher	1
Kenneth Sooter	Credit Recovery Teacher	1
Lauren Rendon-Olivarez	Bilingual/ESL EA	1
Lisa Cheyenne	CCMR Coach	1
Maria Lopez	Student Support Specialist	1
Marissa Diaz	ECHS Counselor	1
Matthew Brown	Teacher	1
Regina Locke	Academic Dean	1

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Academic Dean		\$0.00
1	2	3	Intervention Personnel		\$754,657.00
2	1	1	AVID teachers		\$0.00
2	2	1	Personnel		\$0.00
3	1	1	Crisis Intervention Counselors		\$0.00
3	3	1	Attendance Officers		\$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