

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

At Risk: 1,895 (68.02%)

Student Learning

Meets

ALL Testers: Haltom High School

Approaches:

		Biology	Eng 1	Eng 2	US Hist
4245,	93033 '	:;065 '	93063 '	950;4 '	;8026 '
4244	88038 '	83056 '	7:063 '	85043 '	88087 '
423;	8: '	:9 '	82 '	87 '	;8 '
423:	9: '	:: '	83 '	83 '	;2 '
4239	96 '	:: '	76 '	78 '	;8 '

Meets

	Alg 1	Biology	Eng 1	Eng 2	US Hist
4245,	54028 '	7:079 '	74098 '	75076 '	

	Alg 1	Biology	Eng 1	Eng 2	US Hist
423;	; '	45 '	: '	6 '	74 '
423:	35 '				

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

Uejqqn"Rtqegu" ("Rtqitc ou"Uw o o ct{

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

Resignations/Retirements

School Year	Resignation/ Retirements
4243/4244"vq"4244/4245	5;
4242/4243"vq"4243/4244"	4;

Communication processes with Spanish-speaking families and students.

Perceptions

Rgtegrvkpu"Uw o o ct {

Priority Problem Statements

Reporting Category 3: Meets and masters performance are below-target level for EOC tests at Haltom High School.

Problem Statement 3: 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.

Reporting Category 3 Cause: Student Learning

Reporting Category 4: 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.

Problem Statement 4:


Comprehensive Needs Assessment Data Documentation

The following data were used to verify the completed Comprehensive Needs Assessment analysis:

Key Data Sources

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Uvtevgi{"4" Fgvcknu	Tgxkg y u			
<p>Uvtevgi {"4 We will conduct classroom observations with feedback consistently throughout the year.</p> <p>Cevkqpu Administrator and C & I classroom observations with timely and specific feedback - Minimum of 2 walkthroughs per teacher, per year.</p> <p>Learning walks for new teachers to observe strategies and "best practices" of peers - REVISED Jan 2022</p> <p>Increased observations and feedback in classes with special populations</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi Administrators, Campus C & I team</p> <p>VGC" Rtkqtkvkgu Recruit, support, retain teachers and principals - GUH" Ngxgtu Lever 1: Strong School Leadership and Planning</p> <p>Rtq dng o "Uvcvg o gpvu Demographics 1 - Student Learning 1</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
Uvtevgi {"5" Fgvcknu	Tgxkg y u			
<p>Uvtevgi {"5 Campus Professional Learning Communities (PLC) will engage in thorough data digging processes to identify and discuss ways to close gaps in learning.</p> <p>Cevkqpu 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>Campus C & I support at STAAR EOC PLC meetings</p> <p>Classroom observations to ensure effective instructional strategies are taking place</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi Administrators, Campus C & I team, PLC Lead Teachers</p> <p>VGC" Rtkqtkvkgu Improve low-performing schools - GUH" Ngxgtu Lever 5: Effective Instruction</p> <p>Rtq dng o "Uvcvg o gpvu Demographics 1 - Student Learning 1</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg

Uvtevgi {"6'Fgvcknu	Tgxkg y u			
<p>Uvtevgi {"6< Students who did not meet approaches on STAAR EOCs will engage in ongoing accelerated instruction (AI) in alignment with legal requirements.</p> <p>Cevkqpu< Identified students will be provided with ongoing accelerated instruction opportunities before/during/after school and on select Saturdays</p> <p>Staff will continuously track the progress of identified students to ensure progress in meeting AI requirements per subject needed</p> <p>Communication with identified students and parents will be ongoing through EOY or until the student passes applicable EOC</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Campus C & I team, Principal, ESSER Tutors/Teachers</p> <p>VGC" Rtkqtkvkgu< Build a foundation of reading and math, Improve low-performing schools - GUH" Ngxgtu< Lever 5: Effective Instruction</p> <p>Rtqdnq o "Uvcvg o gpvu< Demographics 1 - Perceptions 1</p> <p>Hwpfkpi "Uqwtegu< ESSER Tutors - ESSER - \$116,042</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	Empty cells for data			
 No Progress				

Perceptions

Point 3: Student attendance is a factor in perceptions. High attendance rates contribute to positive perceptions among stakeholders, reinforcing the idea of a vibrant learning community. **Point 4:** Young adults and adolescents have various interests outside of school (work, family, taking care of siblings). Providing support to students can increase their interest in school. **Point 5:** Young adults and adolescents have various interests outside of school (work, family, taking care of siblings). Providing support to students can increase their interest in school.

M M M

Uvtevgi{"4" Fgvcknu

Tgxkg y u

Uvtevgi{"4< AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and

Student Learning

Rating of Ucvgo gpv"3: Meets and masters performance are below-target level for EOC tests at Haltom High School.

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.

Focus Discipline Data reports

Discipline Training agendas from campus professional learning

Discipline Flow Chart

Classroom Walkthrough Data & Checklists

Uvtevgi {"3" Fgvckmu	Tgxkg y u
<p>Uvtevgi {"3< We will use CHAMPS campus-wide and provide student incentive programs in an effort to decrease disciplinary issues for all students.</p> <p>Cevkqpu< CHAMPS posted and evidence of use in classrooms</p> <p>Ongoing reinforcement of CHAMPS and other classroom management techniques</p> <p>Campus-wide use of HHS discipline flow-chart</p> <p>Implementation of behavior incentive programs for students</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtiki< Classroom Teachers, Assistant Principals, Department Chairs, Office Support Staff</p> <p>GUH" Ngxgtu<</p> <p>Lever 3: Positive School Culture</p> <p>Rtqdnig o "Uvcvg o gpvu< Student Learning 1</p>	

School Processes & Programs

Rtqdn g o "Uvcvg o gpv"3:

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.

Gxcnwcvkqp"Fcvc"Uqwtegu< 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

Uvtcvgi{"3"Fgvcknu	Tgxkgy u
<p>Uvtcvgi{"3< 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.</p> <p>Cevkqpu< Beginning of Year (BOY) professional learning on AVID reading and writing strategies</p> <p>Ongoing AVID training for Reading & Writing Strategies</p> <p>Implementation of an artifact upload schedule for all departments requiring submission of reading and writing artifacts 3x per year</p> <p>Uvchh"Tgurqpukdng"hqt"Oqpkvqtlpi<</p>	

Uvtevgi{"4" Fgvcknu

Tgxkg y u

Uvtevgi{"4< We will conduct classroom observations with feedback consistently throughout the year to ensure instructional

Student Learning

Rating of Ucvgo gpv"3: Meets and masters performance are below-target level for EOC tests at Haltom High School. **Tqqr"Ecwig:** 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

Rating of Ucvgo gpv"3:

Goal 2:

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

Uvchh" Tgur qpkdng" hqt" O qpkvqt lpi < Administrators, Campus C & I team

Rtq dng o "Uvcvg o gpvu < Demographics 1 - Student Learning 1 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Rtq dng o "Uvcvg o gpvu" 3: 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. Tqqv" E cwug: 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

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.

Artifacts of communication (flyers, emails, social media posts, etc.)

After school tutoring student participation counts BOY/MOY/EOY

After school tutoring students academic performance

Uvtevgi{"3" Fgvcknu	Tgxkg y u
Uvtevgi{"3< We will communicate regularly with parents, students, and teachers regarding resources and weekly in-person	

School Processes & Programs

Rtqdn g o "Uvcvg o gpv"3:

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

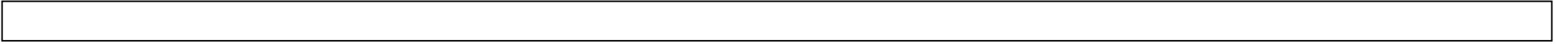
Performance Objective 1: Social emotional learning will be a priority for all students and staff.

Gxcnwvkkpp"Fcvc"Uqwtegu< Character Strong implementation in Buff Time

Social Emotional Learning (SEL) student survey data BOY/MOY/EOY

Buff Time lesson plan agendas

Uvtevgi{"3"Fgvckmu	Tgxkg yu
<p>Uvtevgi{"3< Teachers will continuously engage students in Social Emotional Learning (SEL) lessons throughout the year.</p> <p>Cevkqpu< 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>Student survey conducted BOY/MOY/EOY to track students' social-emotional well-being and safety at HHS</p> <p>Uvchh" Tgurqpukdng" hqt" Oqpkvqtupi< Crisis Counselors, Counselors, Administrators, Academic Dean, Character Strong team</p> <p>VGC"Rtkqtkvkgu<</p> <p>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- GUH"Ngxgtu<</p> <p>6 W X nE Yñíí-Ò 3 @ =ô ð ð P0 p À ` Đ</p> <p>Level 3: Positive School Culture</p> <p>Reporting of Uvtevgi{"3" < Demographics - Student Learning</p>	



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.

Gxcnwvkkp"Fcvc"Uqwtegu<





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.

Gxcnwcvkqp"Fcvc"Uqwtegu< District attendance software.

Focus reports documenting attendance rates.

Attendance calls, letters, and contracts.

Uvtcvgi{"3"Fgvcnu	Tgxkg y u			
<p>Uvtcvgi{"3< We will identify and support students with attendance through the use of phone calls, letters, and attendance contracts.</p> <p>Cevkqpu< Implementation of district attendance procedures</p> <p>Review and implementation of campus attendance procedures</p> <p>Weekly attendance discussions with campus leadership</p> <p>Weekly attendance monitoring through district software</p> <p>Assignment of attendance coordinator at the campus level</p> <p>Uvchh"Tgurqpukdng"hqt"Oqpkvqtkpi< Campus administration</p> <p>Rtqdnq o "Uvcvg o gpvu< Perceptions 1</p> <p>Hwpfkipi"Uqwtegu< Attendance Officers - 199 - General Funds: SCE</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	Oct	Lwpg
	Empty cells for data entry			
<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>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Rtqdnq o "Uvcvg o gpv"3: Student attendance is a factor in perceptions. High attendance rates contribute to positive perceptions among stakeholders, reinforcing the idea of a vibrant learning community. Tqqv"Ecwug: 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.</p>

Targeted Support Strategies

I qcn	Qdlgevixg	Uvtcvgi {	Fguetkrvkqp
1	1	1	

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	

Campus Funding Summary

3; ;/" I gpgtcl"Hwpfu<UEG					
I qcn	Qdlgevixg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
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
Uwd/Vqvcn					\$754,657.00
Dwfigygf"Hwpf"Uqwteg"C o qwpv					\$754,657.00
-1/"Fkhgtgpeg					\$0.00
GUUGT					
I qcn	Qdlgevixg	Uvtcvgi {	Tguqwtegu"Pggfgf	Ceeqwpv"Eqfg	C o qwpv
1	1	4	ESSER Tutors		\$116,042.00
Uwd/Vqvcn					\$116,042.00
Dwfigygf"Hwpf"Uqwteg"C o qwpv					\$116,042.00
-1/"Fkhgtgpeg					\$0.00
I tcpf"Vqvcn"Dwfigygf					\$870,699.00
I tcpf"Vqvcn"Urgpv					\$870,699.00
-1/"Fkhgtgpeg					\$0.00