Birdville Independent School District

Haltom High School

2024-2025 Campus Improvement Plan

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.

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.

Value Statement

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.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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Family and Community Engagement Summary

During the 20-21 school year disruptive student behavior incidents increased significantly therefore parent engagement became increasingly important as a means of intervention and support. PTSA, booster organizations, and other parent groups were engaged to hold events on campus designed to engage families throughout the school year despite the challenges of the Omnicron variant and the winter weather that closed school.

Family and Community Engagement Strengths

- PTSA has a FULL officer group of parents and volunteers who are willing to support students and teachers!
- Teacher participation in PTSA for 22-23 tripled in the first round of enrollment from 21-22! Parent enrollment is also up!
- BUFF NIGHT was a tremendous success with 3,000 families and students present!

Demographics

Demographics Summary

Student Demographics

	PEIMS 2023-24 Summer	**PEIMS 2023-24 Fall**
Student Population	2,903	2,786
9th Grade	896	853
10th Grade	755	721
11th Grade	623	574
12th Grade	629	638
Female	1,403	1,317
Male	1,500	1,469
Hispanic	1,828	1,682
Amer. Indian/Alas.Native	20	10
Asian	179	165
African American/Black	315	268
Hawaiian/Pac. Islander	7	9
White	534	570
Two or More Races	20	82
Special Education	288	251
Econ. Disadvantaged	2,039	1,995
Emergent Bilingual (EB)	911	785
Gifted and Talented	115	160

Staff Demographics

	TAPR 2022-23	TAPR 2021-22
Total Staff	213	260
Teachers	170	202
Professional Support	21	29
Campus Admin	8.6	7
Educational Aides	13	16

Graduation Rates 4-Year Cohort (TAPR)

	2021-22	2018-19	2017-18
Graduation Rate	91.1%	93.1%	93.6%
Drop Out Rate	1.4%	1%	1.9%

Demographics Strengths

- HHS students perform similarly to the state average on STAAR EOC in most areas.
- English 2 and Algebra 1 EOC scores are a strength of HHS.
- HHS graduation rate remains at 90% for the 4-year cohort in spite of a 14.8 mobility rate and reported on TAPR.
- At-risk students students have high support through counseling, academic intervention, Character Strong, and IGC.
- Student attendance has been well above 94% and staff attendance is high.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.   **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 for academic growth.

Student Learning

Student Learning Summary

ALL Testers: Haltom High School

Approaches

	Alg 1	Biology	Eng 1	Eng 2	US Hist
2024*	46.74%	91.73%	65.28%	77.5%	95.85%
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
2024*	34.8%	60.5%	47.92%	59.47%	67.61%
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
2024*	7.98%	20.08%	11.77%	8.42%	34.39%
2023*	10.79%	22.11%	10.82%	6.08%	37.88%
2022	12.58%	23%	7.27%	6.41%	38.63%
2019	9%	23%	8%	4%	52%
2018	13%	30%	5%	5%	52%
2017	27	58%	36%	38%	73%

High Focus Group: Special Education 2024 EOC*

	Appr.	Meets	Masters
Algebra 1	56.16%	13.7%	1.37%
Biology	69.01%	22.54%	4.23%
English 1	27.63%	9.21%	1.32%
English 2	39.06%	10.94%	0%
US History	76.09%	28.26%	10.87%

High Focus Group: Current Emergent Bilingual 2024 EOC*

	Appr.	Meets	Masters
Algebra 1	72.57%	29.2%	4.87%
Biology	86.27%	42.35%	5.1%
English 1	49.51%	26.21%	0.65%

	Appr.	Meets	Masters
English 2	59.92%	33.76%	0%
US History	90.75%	42.2%	8.67%

African American 2024 EOC*

	Appr.	Meets	Masters
Algebra 1	72.5%	25%	**5%**
Biology	89.16%	48.19%	12.05%
English 1	61.54%	41.76%	5.49%
English 2	63.77%	52.17%	7.25%
US History	92.65%	61.76%	30.88%

*2023 and 2024 scores are based on campus data.

Student Learning Strengths

- HHS revalidated as an AVID National Demonstration School exemplifying research-based teaching and learning.
- EOC scores are trending back to pre-COVID levels.
- EB students were a strong focus in the social studies area.
- The campus has a culture of teacher involvement and high-quality relationships.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Meets and masters performance for all students EOC tests are not showing significant growth in all areas. **Root Cause:** Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs

School Processes & Programs Summary

Safety and Security Survey Results

District survey results indicate:

- 89.48% of students have a trusting relationship with at least one other person on campus.
- 61.06% of students have a trusting relationship with at least one meaningful adult on campus.
- Students and staff wear badges which increases safety within the building.
- Safety audits and surveys indicate doors are locked and secured at all times.
- Hallways are actively monitored by staff members during the school day.

Campus survey results (April 2024) validate the finding of a safe school environment for students.

Attendance Systems

- 755 attendance contracts in the previous year
- Holistic family attendance plans -- root cause analysis, tutorials, attendance sheets, sibling check-ins, academic monitoring

Instructional Resignations/Retirements

School Year	Resignation/ Retirements
End of year 2024	23

First Year Teachers

2024-2025	2
2023-2024	8
2022-2023:	8
2021-2022	11
2018-2019	14
2017-2018	4
2016-2017	5
2015-2016	9

School Processes & Programs Strengths

- Multiple levels of leadership exist on campus to provide targeted and specialized support to various campus processes and programs (LOL, PLC Facilitators, Herd Facilitators, Department Chairs, the AVID Site Team, and the Campus Site-Based Committee.
- Rich data systems exist at the campus level to analyze various forms of data.
- Intervention and extension systems such as: Homework Help, Acclerated Instruction, Credit Recovery, IGC, PSAT/SAT prep, tutorials, counseling (academic, crisis, and graduation).
- Strong attendance processes are in place to provide support, monitoring, and intervention.
- Character Strong is utilized weekly with all Buff Time teachers.
- Technology support is available through a campus CT and district instructional support.
- All classrooms are outfitted with a NewLine Panel.
- On-campus instruction is supported by an Academic Dean, Instructional Facilitator, content coordinators, and campus/teacher leadership.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data indicates that there is a need for more uniformity in processes. **Root Cause:** The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions

Perceptions Summary

Haltom High School conducted staff and student surveys in the 2023-2024 school year, revealing several strengths within the school community. The results show that the majority of students feel secure on campus, experience appropriate academic challenges, and believe they are being adequately prepared for post-secondary endeavors. Students also perceive that teachers hold high expectations for their academic performance, reflecting a culture of academic rigor.

Among staff, the survey indicates a clear understanding of workplace expectations, with most staff members feeling equipped with the necessary materials to perform their duties effectively. Staff also report having opportunities to excel in their roles and feel that their contributions are valued. Importantly, there is a strong sense of personal care and encouragement for professional development within the staff community, underscoring a supportive and nurturing work environment.

However, the data also uncovered opportunities for growth, particularly in the areas of celebrating students and staff achievements and providing avenues for staff voice. Recognizing these areas, Haltom High School is committed to enhancing its efforts to celebrate the successes of both students and staff and to creating more structured opportunities for staff input and feedback.

These findings highlight a positive and supportive educational environment at Haltom High School, characterized by student safety, academic rigor, and a strong, engaged staff community. Additionally, the campus was ranked as a US News & World Report Best High School in 2023-24 and is an AVID National Demonstration School campus, further affirming its commitment to excellence.

Perceptions Strengths

Campus Survey Results Students

The majority of students feel:

- Safe while at school
- Academically challenged
- Appropriately prepared for post-secondary life
- Teachers have high expectations

Campus Survey Results Staff

The majority of staff feel they:

- Know what is expected of them at work
- Have the materials to do their work
- Have the opportunity to do what they do best
- Feel someone at work cares about them as person
- Feels someone at work encourages their development

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause:** There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

Priority Problem Statements

Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.

Root Cause 1: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.

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 for academic growth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Data indicates that there is a need for more uniformity in processes.

Root Cause 3: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.

Root Cause 4: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2025 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments
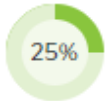
Evaluation Data Sources: Campus and District summative assessment data

Final STAAR EOC testing data

PLC meeting notes

Individual student monitoring

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be re-trained on the PLC process with a focus on the essential questions of PLC.	**Formative**			**Summative**
Actions: Conduct targeted professional development sessions to re-train teachers on the PLC process, emphasizing the importance and structure of effective collaboration. Incorporate specific training modules that dive deep into the four essential PLC questions addressing learning goals, assessment, intervention, and enrichment. Train facilitators within each PLC to guide discussions and keep the focus on the essential questions. Provide teachers with tools, templates, and resources that support the PLC process, such as data analysis guides, PLC guide(s), and reflection techniques. Implement regular check-ins with PLC teams to monitor progress and ensure that the essential questions are consistently being addressed. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Instructional Facilitator - 211 - Title I - $81,153	**Nov**	**Jan**	**Mar**	**June**
	55%	75%	N/A	

Strategy 2 Details	Reviews			
Strategy 2: We will conduct weekly classroom observations, providing feedback focused on data-driven instructional priorities aligned with Tier 1 2.0 goals, to support both student and teacher growth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Administrator classroom observations with timely and specific feedback Development of an annual, campus instructional focus plan District learning walks **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize formative and summative assessment data, adhering to district and campus protocols, to identify and address learning gaps as part of a continuous improvement process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Teachers will collect and analyze formative data weekly to identify and reteach learning gaps. After each summative assessment, teachers will analyze results to determine overall student performance and pinpoint areas needing intervention. Based on data analysis, teachers will plan and implement a targeted response to data utilizing re-teaching strategies to address specific learning gaps. Provide ongoing professional development for teachers on best practices for data-driven instruction and using formative and summative assessments to close learning gaps. Utilize monthly data-driven updates and PLC discussions to monitor and review progress within each tested PLC, with findings presented to school leadership to ensure progress toward goals. **Staff Responsible for Monitoring:** Administrators, Campus C & I team, PLC Lead Teachers **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	60%		

Strategy 4 Details	Reviews			
Strategy 4: Campus instructional leaders (including teachers) will engage in the quarterly review process to ensure campus progress toward accomplishing goals related to improved student performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Establish goals and benchmarks Develop a review schedule Collect data and analyze Provide targeted support through resource allocation and professional development **Staff Responsible for Monitoring:** Campus C & I team, Administrators, Leader of Learners team **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Title I Tutors - 211 - Title I - $20,654, SCE Campus Personnel - 199 - General Funds: SCE - $1,147,113	25%	25%		

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.   **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 for academic growth.

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.   **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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

Performance Objective 2: We will provide increased College Career & Military Readiness (CCMR) opportunities for all students and closely monitor graduation potential of current seniors (providing early interventions as necessary) as evidenced by 90% of the senior class meeting 1 or more performance objectives.

HB3 Goal

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

Individual Graduation Committee (IGC) documentation

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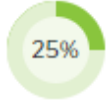
Documentation of military recruiters and college visits (virtual, face-to-face)

Edgenuity documentation

Other intervention documentation

Parent/Student communication documentation

Strategy 1 Details	Reviews			
Strategy 1: We will promote and communicate opportunities for 10 - 12th grade students to participate in PSAT & SAT testing, and we will provide multiple opportunities for all students to practice test content.	Formative			Summative
	Nov	Jan	Mar	June
Actions: Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms Khan Academy PSAT & SAT practice embedded in Buff Time bi-weekly Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports 10th - 12th Grade PSAT & SAT participation rates PSAT/SAT boot camps Offer ASVAB testing for students interested in the military **Staff Responsible for Monitoring:** Administrators, Campus C & I team, Counselors, Graduation Counselor **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** School Processes & Programs 1 - Perceptions 1	50%	60%		

Strategy 2 Details	Reviews			
	Formative			**Summative**
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.	**Nov**	**Jan**	**Mar**	**June**
Actions: AVID teachers will utilize the AVID curriculum to prepare seniors for post-secondary life including mock interviews, college application support, scholarship searches, and post-secondary exploration projects. AVID seniors will participate in face-to-face or virtual college visits Implement a comprehensive plan to promote a 'college-going' atmosphere at HHS, including visual displays, college-themed events, and staff-student engagement initiatives that highlight the importance of post-secondary education AVID teachers will ensure that students fulfill all college entry requirements Invite representatives from various colleges, recruiters, business professionals, and Haltom alumni to speak with AVID seniors about post-graduation opportunities **Staff Responsible for Monitoring:** AVID Coordinator & Site Team, Academic Dean, Graduation Counselor, Counselors **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Perceptions 1 **Funding Sources:** CAB ECHS Counselor - 211 - Title I - $101,738	25%	50%		

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Conduct an early analysis of academic records at the beginning of the school year to identify seniors who are credit deficient or at risk of not graduating. Enroll credit-deficient students in credit recovery programs to help them make up missing credits. Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns Schedule regular one-on-one meetings between the HHS Graduation Coach and seniors at risk for not graduating to monitor their progress and adjust their graduation plans as needed Conduct mid-semester reviews of each at-risk senior's progress to determine if additional interventions or changes to their graduation plan are necessary **Staff Responsible for Monitoring:** Graduation Coach, Academic Dean, Assistant Principals, Counselors, Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1	10%	15%		

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

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.   **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

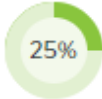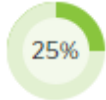| School Processes & Programs |
|---|
| **Problem Statement 1**: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes. |

Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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 including special populations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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
 	
TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: We will conduct regular data reviews on disciplinary actions involving Special Education students, analyzing trends and identifying areas for improvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Schedule monthly meetings for a data review team to analyze disciplinary data, discuss trends, and identify areas needing attention Use data analysis techniques to identify trends and patterns, such as repeated incidents students, specific triggers for behavior, or disparities in disciplinary actions across different groups Develop and consistently monitor the implementation of action plans, ensuring interventions are effective and identifying opportunities for ongoing refinement **Staff Responsible for Monitoring:** Assistant Principals, PBIS team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	55%		

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.   **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 for academic growth.

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.   **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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 the consistent use of literacy-building strategies that benefit all students through walkthroughs and AVID instructional walks.

    Evaluation Data Sources: Student work samples and artifacts

    Professional learning agendas

    Classroom observations/walkthrough data

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be trained in AVID-focused note-taking to enhance students' literacy skills by teaching them how to effectively organize, process, and retain key information.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Conduct comprehensive professional development sessions for all teachers on AVID-focused note-taking strategies, emphasizing the connection between effective note-taking and literacy development Offer one-on-one coaching and mentorship for teachers who need additional support in implementing AVID note-taking strategies effectively in their classrooms Implementation of an artifact upload schedule for all departments requiring submission of focused note artifacts 3x per year Work with PLCs to integrate AVID-focused note-taking into lesson plans across subjects, ensuring that students consistently practice and develop their note-taking skills **Staff Responsible for Monitoring:** AVID site-based coordinator & AVID site team, Administrators , Department Chairs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	75%		

Strategy 2 Details	Reviews			
Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Create and implement a campus-wide observation schedule that ensures each teacher is observed at consistent intervals throughout the year Develop and adopt observation tools and rubrics that align with instructional strategies Ensure that feedback is given promptly after each observation, focusing on specific strengths and areas for improvement related to the instructional strategies Conduct student-led WICOR walks to monitor literacy and AVID strategies **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	25%	60%		

Strategy 3 Details	Reviews			
Strategy 3: All teachers will engage students in AVID Reading and writing strategies on a consistent basis throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Dedicate a portion of each monthly instructional staff meeting to reviewing and discussing AVID reading and writing strategies Organize regular professional development workshops that focus specifically on reading and writing strategies Periodically review student work samples to assess the impact of AVID strategies on student reading and writing skills. Use this data to inform further support and professional development for teachers **Staff Responsible for Monitoring:** Administrators, Campus C & I team, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	25%	70%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas. **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 for academic growth.

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas. **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs
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Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year. **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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

    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 high-yield, research-based EB instructional strategies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Actions: Schedule regular shared planning sessions where these teachers and EB specialists can collaboratively design lessons that incorporate EB best practices, ensuring consistency in literacy support across the curriculum
 	
    Provide access to instructional coaches who specialize in EB literacy to work with teachers individually or in small groups to refine their strategies and address specific challenges in their classrooms
 	
    Develop a shared repository of EB literacy resources, including lesson plans and instructional materials that teachers can access and contribute to
    Staff Responsible for Monitoring: Administrators, campus teacher leadership, instructional facillitator
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college
 - **Targeted Support Strategy**
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1
	25%	75%		

Strategy 2 Details	Reviews			
Strategy 2: We will monitor the use of EB instructional strategies and evaluate success through monthly data talks.	Formative			Summative
Actions: Conduct regular classroom observations specifically focused on the implementation of EB instructional strategies	**Nov**	**Jan**	**Mar**	**June**
Organize monthly data talks involving administrators, instructional coaches, and teachers to focus on reviewing the collected data, discussing the effectiveness of EB instructional strategies, and identifying successful practices During the data talks, analyze trends in student performance and teacher implementation of EB strategies, using this analysis to make informed decisions about necessary adjustments or targeted support **Staff Responsible for Monitoring:** Administrators, Campus C & I team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	5%	60%		

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.   **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 for academic growth.

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.   **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

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 regularly update parents, students, and teachers about available resources and weekly in-person tutorials, including after-school accelerated instruction sessions and Buff Time tutorials, aimed at enhancing and extending academic achievement.		**Formative**		**Summative**
		Nov	Jan	Mar	June
Actions: Create a communication plan that includes multiple channels such as emails, newsletters, social media, and the school website to regularly inform parents, students, and teachers about the available tutorials Implement a Buff Time plan focusing on academic enrichment and acceleration. Encourage teachers to make regular classroom announcements reminding students about the tutorial sessions, particularly the after-school accelerated instruction tutorials and Edgenuity coursework **Staff Responsible for Monitoring:** Administrators and campus C& I team **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	25%	60%		

Strategy 2 Details	Reviews			
Strategy 2: We will provide ongoing, afterschool Homework Help sessions for students who require continuous tutorial support throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Collaborate with teachers to identify students who would benefit most from Homework Help based on their academic performance and specific areas of need Set up Homework Help sessions and transportation for students Tailor the Homework Help sessions to address the specific needs of each student, focusing on areas where they struggle most Create a monitoring list to assess the growth of students attending Homework Help and their academic acheivement **Staff Responsible for Monitoring:** Instructional facilitator, core teachers **Title I:** 2.5, 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 1 - Perceptions 1	25%	65%		

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.   **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 for academic growth.

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.   **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

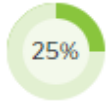| Perceptions |
|---|
| **Problem Statement 1**: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements. |

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		
Strategy 1: Teachers will continuously engage students in social-emotional behavior lessons throughout the year.		**Formative**		**Summative**
Actions: Teachers will be trained on the use of the Character Strong curriculum	**Nov**	**Jan**	**Mar**	**June**
Teachers will utilize the Character Strong curriculum each Wednesday during Buff Time	25%	65%		
Student groups will help to promote positive social-emotional behavior				
Counselors will track the use of Character Strong throughout the year				
Staff Responsible for Monitoring: Crisis Counselors, Counselors, Administrators				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Crisis Intervention Counselors - 199 - General Funds: SCE				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Some students at Haltom High School have not achieved "meets" grade level in the core content areas. There is a need to focus on grade-level and above performance areas.   **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 for academic growth.

Student Learning
Problem Statement 1: Meets and masters performance for all students EOC tests are not showing significant growth in all areas.   **Root Cause**: Data indicates that there needs to be a stronger, more intentional focus on Tier 1, 2.0 priorities through the design, delivery, and assessment of instruction.

School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

Goal 3: All students and staff will learn and work in a safe and responsive environment.
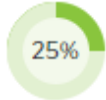
Performance Objective 2: We will improve and maintain ongoing communication with parents in a thorough and timely manner through social media and Blackboard use for all campus events as evidenced by a 10% increase in parent participation in community events.

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: Regularly use Blackboard as the primary method of communication, ensuring that parents have a reliable source for information about events, announcements, and updates.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Actions: Establish a schedule for regularly updating Blackboard with the latest information Set up automated reminders for key events and deadlines that are sent to parents Provide content in Spanish to accommodate parents who speak different languages, ensuring equitable access to information **Staff Responsible for Monitoring:** Admin **Problem Statements:** School Processes & Programs 1 - Perceptions 1		25%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Enhance the professionalism, relevance, and timeliness of social media posts to improve engagement and ensure that content is both informative and valuable to the school community.	Formative			Summative
	Nov	Jan	Mar	June
Actions: Regularly feature student and staff achievements, school successes, and positive stories to engage the community and build school pride Ensure that important announcements and updates are posted promptly, particularly for important events and deadlines Work with different school clubs, teachers, and student groups to gather diverse content and perspectives, making social media posts more comprehensive and representative of the entire school community Regularly review performance data and adjust content strategies as needed to improve engagement and ensure that social media efforts are meeting the school's communication goals **Staff Responsible for Monitoring:** Admin, teachers, club sponsors **Problem Statements:** School Processes & Programs 1 - Perceptions 1	25%	50%		

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

Performance Objective 2 Problem Statements:

School Processes & Programs
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Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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 to maintain and potentially grow attendance percentages.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Actions: Implement personalized outreach efforts to build stronger relationships with students and their families, focusing on understanding and addressing the root causes of absenteeism.	25%	60%		
Continue to implement a positive reinforcement system that recognizes and rewards good attendance, creating a culture where regular attendance is celebrated and valued				
Utilize an early warning indicators to identify students at risk of chronic absenteeism before it becomes a significant issue, allowing for timely interventions				
Tailor interventions based on data analysis to provide targeted support to students who need it most, ensuring that resources are allocated effectively				
Weekly attendance discussions with campus leadership				
Weekly attendance monitoring through district software				
Assignment of attendance coordinator at the campus level				
Staff Responsible for Monitoring: Administration				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

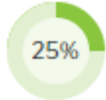0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
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School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.

Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

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

Performance Objective 4: Continue to build and maintain a positive campus culture by increasing recognition and celebration of both students and staff achievements throughout the year.

Strategy 1 Details	Reviews			
Strategy 1: We will expand the student recognition program.	**Formative**			**Summative**
Actions: Establish a monthly or quarterly recognition program to celebrate students' academic achievements, improvement and behavior.	**Nov**	**Jan**	**Mar**	**June**
Work with the PBIS team to develop ways to celebrate students in classrooms. Work with the PBIS team to set up achievement boards in prominent areas of the school to showcase student accomplishments, including academic, athletic, and extracurricular achievements. Regularly feature students on the school's social media platforms, highlighting their successes and contributions to the school community, further promoting a positive culture. **Staff Responsible for Monitoring:** Administrators, PBIS Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 1	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: We will enhance staff recognition, celebrate achievements, and amplify staff voice.	**Formative**			**Summative**
Actions: Implement a monthly staff spotlight program where staff members are recognized for their contributions, innovation, or exceptional performance. This can be done through staff meetings, newsletters, or social media	**Nov**	**Jan**	**Mar**	**June**
Create a staff newsletter highlighting current events and spotlighting celebrations around campus Conduct regular surveys to gather staff feedback on school culture, workload, and professional development needs. Ensure that the feedback is reviewed and acted upon, with updates provided to staff on changes or improvements made as a result of their input Develop topics and action items through the LOL team to encourage and leverage teacher voice especially in Herd Groups Organize quarterly LOL roundtable discussions where staff can openly share their ideas, concerns, and suggestions related to a positive school culture Celebrate staff by conducting recognition visits across the campus, providing tokens of appreciation to acknowledge their dedication and contributions **Staff Responsible for Monitoring:** Administrators, LOL Team, Department Chairs, LOL Team **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1 - Perceptions 1	25%	65%		

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

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes.   **Root Cause**: The root cause is related to clear and consistent reinforcement, PD, and communication to maintain established programs and processes.
Perceptions
Problem Statement 1: Stakeholder engagement is a critical component of student success. Engaging our families, teachers, and students through positivity presents a key opportunity for the 2024-25 school year.   **Root Cause**: There may be an absence of a deliberate and structured approach to communication and recognition has led to missed opportunities in effectively engaging Spanish-speaking families, building PTSA involvement, and celebrating individual and campus achievements.

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	All teachers will be trained in AVID-focused note-taking to enhance students' literacy skills by teaching them how to effectively organize, process, and retain key information.
2	2	1	We will collaborate with the Multilingual Services department to ensure all teachers are trained in high-yield, research-based EB instructional strategies.

State Compensatory

Budget for Haltom High School

Total SCE Funds: $1,147,113.00
Total FTEs Funded by SCE: 12.17
Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

Personnel for Haltom High School

Name	Position	FTE
Amber Bean	Teacher	1
Andrea Breedlove	Student Assistance Counselor	1
Betina Rhine	Teacher	0.67
Caitlin Hohmann	Teacher	0.5
Casey Hostetter	Teacher	0.17
Casey ONeal	Teacher	1
Christine Torres	Teacher	1
Dinorah Gonzalez	Educational Assistant	1
Elizabeth Hayden	Teacher	0.33
Jeannie Mata	Student Assistance Counselor	1
Jesse Upchurch	Reading Intervention	0.5
MAria Lopez	Student Support SPecialist	1
Michael Swan	Teacher	0.33
Phillip Gonzales	Teacher	0.5
Regina Locke	Academic Dean	1
Teresa Peters	Teacher	0.17
Veronica DeLeon	Educational Assistant	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in May 2024 based on spring survey feedback, STAAR achievement, TELPAS, and attendance/behavior data compiled in March, April, and May of 2024.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed through the input and involvement of the Haltom High School Site-Based Committee.

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English (and other languages as practicable). The plan is also available through the district website in English, and a printed copy may be requested in the HHS front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 61.5% of students are labeled at risk. This includes criteria such as:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- AVID
- Workshop Model
- Sheltered Instruction
- High-yield engagement
- Vocabulary
- Explicit Learning Objectives
- PDSA
- Team/relationship bulding
- CHAMPS

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, Character Strong, graduation counseling/plans, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

Demographics
Perceptions
Student Learning
Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site-Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Plan was developed through the input and involvement of the HHS Site-Based Committee.

4.2: Offer flexible number of parent involvement meetings

Family engagement activities are planned throughout the year and include:

August: Refresh - Back to School Event

August: Buff Night

September: Open House

September: Title 1 Meeting (Thursday/Friday on campus)

October: Family Night (sponsored by the HHS Hispanic Heritage Club)

October: Fall Carnival

November: Parent/Teacher Conference Day

March: Discover Birdville

April: Family Engagement Policy and Compact Revision (Thursday/Friday) on campus

May: Art Show

Additionally, HHS hosts a variety of on-campus events across multiple disciplines, including band, choir, dance, theater, art, JROTC, AVID, athletics, and CTE.

Title I Personnel

Name	Position	Program	FTE
Emily Ottinger	Instructional Facilitator	Title I	1.0
Marissa Diaz	CAB ECHS Counselor	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	SCE Campus Personnel		$1,147,113.00
3	1	1	Crisis Intervention Counselors		$0.00
				Sub-Total	$1,147,113.00
				Budgeted Fund Source Amount	$1,147,113.00
				+/- Difference	$0.00
211 - Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Instructional Facilitator		$81,153.00
1	1	4	Title I Tutors		$20,654.00
1	2	2	CAB ECHS Counselor		$101,738.00
				Sub-Total	$203,545.00
				Budgeted Fund Source Amount	$203,545.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,350,658.00
				Grand Total Spent	$1,350,658.00
				+/- Difference	$0.00