

Birdville Independent School District
Haltom High School
2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Vision

Value Statement

AVID=The Buff Way:

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Haltom High School, we have observed a continuous increase in our student population, particularly among English Bilingual (EB) students, Hispanic students, and those who are economically disadvantaged. This demographic shift presents both challenges and opportunities for our educational community, as we strive to meet the diverse needs of our students and provide equitable access to resources and support.

Our current enrollment stands at 2,524 students, with a significant majority of 66.5% identifying as Hispanic. The remainder of our student body is composed of 15.9% White, 8.5% African American, 6.1% Asian, and 2.3% identifying as two or more races. Additionally, we have less than 1% of our population identifying as Asian Pacific Islander and American Indian.

Within our special programs, over 900 students are classified as EB, over 300 students are 504, 250 students are SPED, with a little over 100 students are Gifted and Talented (GT).

Over half, at 68.9% of our students are economically disadvantaged.

Our graduation rate for the class of 2023 is 90.9% and our attendance rate was 92.3%.

Demographics Strengths

Graduation rate exceeds the state average.

Attendance rates have increased by 3%.

We have multiple opportunities for our at-risk students, which include: TSAI Testing, over 25 dual-credit opportunities, over 25 AP course opportunities, PSAT and SAT Test day, and PSAT and SAT Test prep.

We continue to exceed the state passing rate on EOCs in Algebra I and Biology.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years.

Root Cause: Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth.

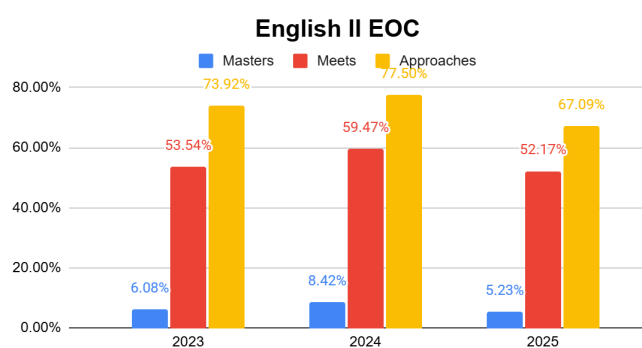
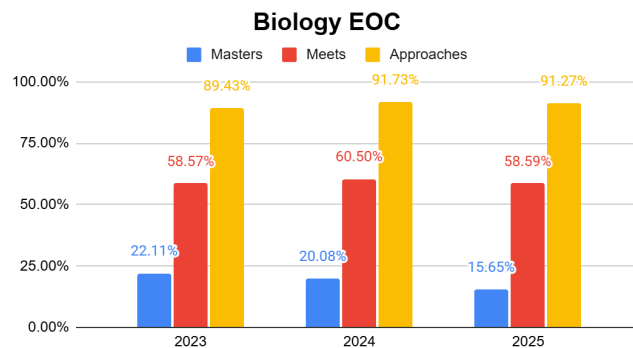
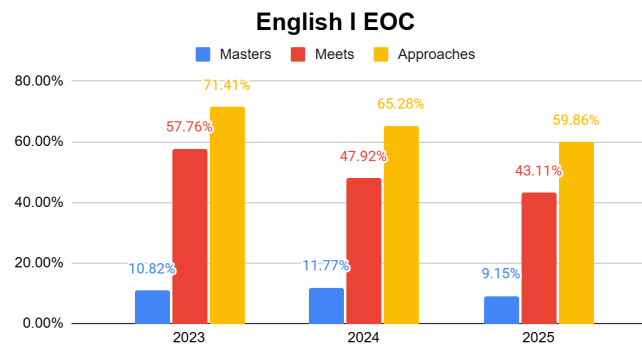
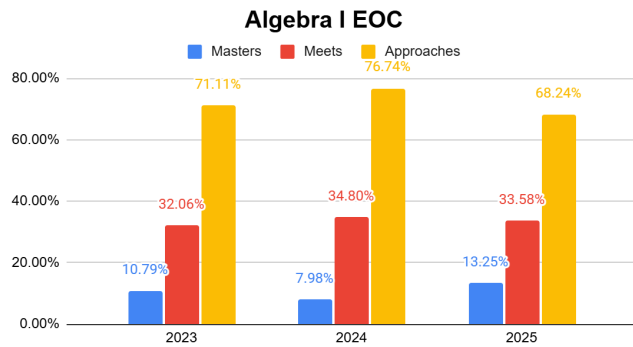
Student Learning

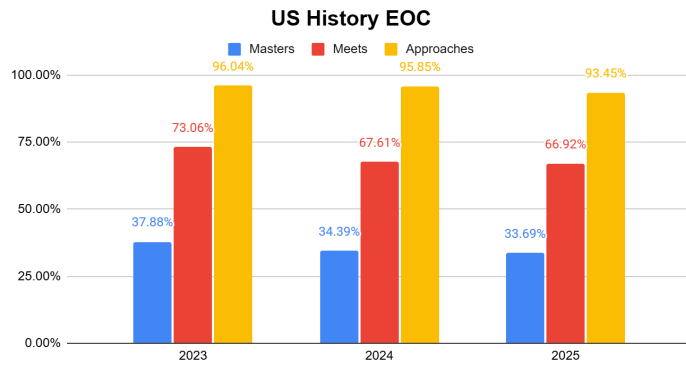
Student Learning Summary

Haltom HS continues to pay close attention to its end-of-course (EOC) exams. While we trended down in most EOC areas, we significantly increased "Masters" for Algebra I, with a growth of over 5%.

Also, six of our AP courses had the highest scores in the last 5 years.

EOC Test Data is below:





Student Learning Strengths

Haltom HS hosted an AVID Showcase, exemplifying research-based strategies with a focus on engagement and collaboration. Our AVID program has grown with more student enrollment. 2024-2025 Earned the distinction of best high schools in US News and World Report. We have a large percentage of veteran teachers with a culture of teacher involvement and high-quality relationships and instruction.

After school, tutorials are provided for all EOC subjects, with transportation provided.

PD alignment based on research-based strategies and teacher and student needs on campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024.

Root Cause: Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

School Processes & Programs

School Processes & Programs Summary

School processes and programs are a top priority for Haltom High School, with student safety being at the forefront of all processes. Student survey results (April 2025) indicate that over 90% of our students feel safe at our school at all times and over 82% feel they have a trusting relationship with at least one adult on campus. This matches our parent survey results (April 2025), where over 85% feel their child is safe at school and over 80% feel their child is in a positive learning environment.

All students and staff wear IDs in school and are checked and monitored as they enter the building, and all doors are locked and secured at all times with frequent safety checks by security. There is a strong administration and staff presence in the hallways throughout the school day.

All staff attend campus professional development where campus instructional expectations are communicated and training is provided over instructional focuses and research-based strategies through AVID.

School Processes & Programs Strengths

Haltom High School has strong visible leadership and multiple levels of teacher leadership such as department chairs, our Leaders of Learners Committee, and our AVID site team.

We also have PBIS initiatives, such as student celebrations and prizes given throughout the school year for attendance and grades.

Furthermore, we have a strong after-school tutorial program for our EOC subjects as well as strong PLC processes in place for data analysis, collaboration, and student achievement. We also have extension systems in place for Accelerated Instruction (AI), Credit Recovery, IGC, and PSAT/SAT Prep.

PTSA has also grown on our campus, with over a 200% increase in membership and over 84 seniors earning a PTSA cord.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed.

Root Cause: The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

Perceptions

Perceptions Summary

Haltom High School conducted staff, student, and parent surveys in the spring of 2025. The results indicated over 90% of our students feel safe at school and over 95% felt their teachers had rigorous instruction and set high expectations for their students. Parents felt the same way, in that over 85% felt their child was in a positive learning environment.

Among the staff, they feel we are all committed to high-quality work, expectations are clear, and the resources needed are available to them. Staff also reported having the opportunities to excel in their roles, grow their capacity, and that they are of value and that their contributions matter. However, we still need to work on relevancy and authenticity in the classroom as well as work more with our outside stakeholders. Staff need to be recognized for their efforts throughout the school year.

We plan on continuing these efforts moving forward and creating more opportunities for staff involvement 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 2024-2025 and is an AVID National Demonstration School campus, further affirming its commitment to excellence.

Perceptions Strengths

On our campus students and staff feel safe, there are high expectations and students and staff are treated with respect, and all are committed to high quality work. More so, parents feel welcomed on campus and that Haltom High School is a good school giving their child the education they need to be successful.

Also, social media is used to show celebrations of staff and students on campus.

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 2025-2026 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 and celebrating individual and campus achievements.

Priority Problem Statements

Problem Statement 1: We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024.

Root Cause 1: Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years.

Root Cause 2: Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed.

Root Cause 3: The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

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 2025-2026 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 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
- STAAR Emergent Bilingual (EB) progress measure data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- ASPIRE

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Attendance 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

Support Systems and Other Data

- Communications data

Goals

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

Performance Objective 1: 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			
<p>Strategy 1: Teachers will be trained on the PLC+ model with a focus on the essential questions of PLC+ and data response.</p> <p>Actions: Conduct targeted professional development sessions to train teachers on the PLC+ process, emphasizing the importance and structure of effective collaboration and data analysis and response.</p> <p>Train activators within each PLC+ to guide discussions and keep the focus on the essential questions and data response.</p> <p>Provide teachers with tools, templates, and resources that support the PLC+ process, such as data analysis guides, PLC guide(s), and reflection techniques.</p> <p>Implement regular check-ins with PLC teams to monitor progress and ensure that the essential questions are consistently being addressed.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Facilitator</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>-</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Facilitator - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Actions: Administrator classroom observations with timely and specific feedback</p> <p>Development of an annual, campus instructional focus plan</p> <p>District learning walks</p> <p>Staff Responsible for Monitoring: Administrators, Campus C & I team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize formative and district common assessment data, adhering to district and campus protocols, to identify and address learning gaps as part of a continuous improvement process.</p> <p>Actions: Teachers will collect and analyze formative data weekly to identify and reteach learning gaps.</p> <p>After each DCA, teachers will analyze results to determine overall student performance and pinpoint areas needing intervention.</p> <p>Based on data analysis, teachers will plan and implement a targeted response to data utilizing re-teaching strategies to address specific learning gaps.</p> <p>Provide ongoing professional development for teachers on best practices for data-driven instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators, Campus C & I team, PLC Lead Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>Actions: Establish goals and benchmarks</p> <p>Develop a review schedule</p> <p>Collect data and analyze</p> <p>Provide targeted support through resource allocation and professional development</p> <p>Staff Responsible for Monitoring: Campus C & I team, Administrators, Leader of Learners team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I Tutors - 211 - Title I, SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. **Root Cause:** Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

School Processes & Programs

Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. **Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

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			
<p>Strategy 1: We will promote and communicate opportunities for all students to participate in PSAT, SAT, and TSAI testing, and we will provide multiple opportunities for all students to practice test content.</p> <p>Actions: Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms and PSAT/SAT Test Prep during Buff Time</p> <p>Offer TSAI testing.</p> <p>Individualized communication for testing to students and parents identified through Collegeboard's AP Potential reports</p> <p>PSAT/SAT boot camps</p> <p>Offer ASVAB testing for students interested in the military</p> <p>Staff Responsible for Monitoring: Administrators, Campus C & I team, Counselors, Graduation Counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and military opportunities on an ongoing basis.</p> <p>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.</p> <p>AVID seniors will participate in face-to-face or virtual college visits</p> <p>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</p> <p>AVID teachers will ensure that students fulfill all college entry requirements</p> <p>Invite representatives from various colleges, recruiters, business professionals, and Haltom alumni to speak with AVID seniors about post-graduation opportunities</p> <p>Staff Responsible for Monitoring: AVID Coordinator & Site Team, Academic Dean, Graduation Counselor, Counselors</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: CAB ECHS Counselor - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will identify and provide early interventions for seniors in danger of not graduating and the HHS Student Success Counselor will conduct frequent meetings with all students in the current year's cohort who are credit deficient and counselors will meet with all students who have failed more than 3 courses a quarter.</p> <p>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.</p> <p>Enroll credit-deficient students in credit recovery programs to help them make up missing credits.</p> <p>Students will be supported and monitored through the Individual Graduation Committee (IGC) process as needed</p> <p>Provide access to tutoring, study sessions, and academic support tailored to the needs of at-risk seniors</p> <p>Offer counseling or social-emotional support services to address non-academic barriers to graduation, such as stress, family issues, or mental health concerns</p> <p>Schedule regular one-on-one meetings between the HHS Student Success Counselor and seniors at risk for not graduating to monitor their progress and adjust their graduation plans as needed</p> <p>Conduct mid-semester reviews of each at-risk senior's progress to determine if additional interventions or changes to their graduation plan are necessary</p> <p>Staff Responsible for Monitoring: Student Success Counselor, Dean of Instruction, Assistant Principals, Counselors, Teachers, and Instructional Facilitator</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide a TX College Bridge course for students to earn and prepare to earn their CCMR point.</p> <p>Actions: Identify students in need of their CCMR point</p> <p>Communicate with students they are in need of their CCMR point</p> <p>Enroll students in the TX College Bridge course in need of CCMR point</p> <p>Track student progress in TX College Bridge course in earning their CCMR point</p> <p>Staff Responsible for Monitoring: Lead Counselor, Dean of Instruction, Instructional Facilitator, AVID Coordinator, Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. **Root Cause:** Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

School Processes & Programs

Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. **Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

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 focus on increasing our student attendance rate for all students.

Evaluation Data Sources: Focus on attendance data


Project Education software

Teacher data on attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: We will contact parents/guardians when attendance begins to fall for students. Actions: Teacher attendance-contact home when student has multiple absences</p> <p>Attendance rate- Admin contact home when student has multiple absences</p> <p>Counselor referral for students with multiple absences</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals, Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will celebrate students with good attendance each quarter. Actions: Run quarterly attendance data</p> <p>Provide a celebration for students with good attendance</p> <p>Staff Responsible for Monitoring: Assistant Principals, PBIS team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. **Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

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 2025-2026 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 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 staff using engagement and collaborative 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			
<p>Strategy 1: All teachers will be trained in AVID-focused note-taking in order to guide students on how to effectively organize, process, and retain key information.</p> <p>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</p> <p>Offer one-on-one coaching and mentorship for teachers who need additional support in implementing AVID note-taking strategies effectively in their classrooms</p> <p>Implementation of an artifact upload schedule for all departments requiring submission of focused note artifacts 3x per year</p> <p>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</p> <p>Staff Responsible for Monitoring: AVID site-based coordinator & AVID site team, Administrators , Department Chairs</p> <p>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</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.</p> <p>Actions: Create Tune-in Tuesday collaborative administrative walks as a campus-wide observation schedule that ensures each teacher is observed at consistent intervals throughout the year and all administrators are in alignment</p> <p>Develop and adopt observation tools and rubrics that align with instructional strategies</p> <p>Ensure that feedback is given promptly after each observation, focusing on specific strengths and areas for improvement related to the instructional strategies</p> <p>Conduct student-led WICOR walks to monitor engagement and collaboration and AVID strategies</p> <p>Staff Responsible for Monitoring: Administrators, Campus C & I team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All teachers will engage students in AVID WICOR strategies on a consistent basis throughout the year.</p> <p>Actions: Dedicate a portion of each monthly instructional staff meeting to reviewing and discussing AVID WICOR strategies</p> <p>Periodically review student work samples to assess the impact of AVID strategies on student data. Use this data to inform further support and professional development for teachers</p> <p>Staff Responsible for Monitoring: Administrators, Campus C & I team, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. **Root Cause:** Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.

School Processes & Programs

Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. **Root Cause:** The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.

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).





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			
<p>Strategy 1: We will collaborate with the Multilingual Services department to ensure all teachers are trained in high-yield, research-based EB instructional strategies.</p> <p>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</p> <p>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</p> <p>Develop a shared repository of EB literacy resources, including lesson plans and instructional materials that teachers can access and contribute to</p> <p>Staff Responsible for Monitoring: Administrators, campus teacher leadership, instructional facilitator</p> <p>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</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will monitor the use of EB instructional strategies and evaluate success through monthly data talks.</p> <p>Actions: Conduct regular classroom observations specifically focused on the implementation of EB instructional strategies</p> <p>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</p> <p>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</p> <p>Staff Responsible for Monitoring: Administrators, Campus C & I team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years. Root Cause: Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth.</p>
School Processes & Programs
<p>Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. Root Cause: The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.</p>

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

Performance Objective 3: We will promote and increase after school tutorials to cover more content areas for all all students using multiple platforms in an effort to provide additional academic enrichment opportunities outside of the school day 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			
<p>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.</p> <p>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</p> <p>Implement a Buff Time plan focusing on academic enrichment and acceleration.</p> <p>Encourage teachers to make regular classroom announcements reminding students about the tutorial sessions, particularly the after-school accelerated instruction tutorials and Edgenuity coursework</p> <p>Staff Responsible for Monitoring: Administrators and campus C& I team</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students continue to have disparities in their EOC scores, and our EOC scores have decreased in most areas over the last three years. Root Cause: Haltom HS has a growing population of Special Education (SPED), Emergent Bilingual (EB), and Economically Disadvantaged students who need increased opportunities and support for academic growth.</p>
Student Learning
<p>Problem Statement 1: We are not showing significant growth in all areas of our EOC assessments, nor are we showing growth in students earning their CCMR point with only 54% earning their point in 2024. Root Cause: Our data indicates we need more targeted and intentional instruction based on student data and a focus on research-based practices and our Tier 1, 2.0 priorities. Our students also have awareness and campus support in completing college entrance exams, dual credit, AP courses, and industry-based certifications.</p>
School Processes & Programs
<p>Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. Root Cause: The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.</p>

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 2025-2026 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 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			
<p>Strategy 1: Teachers will continuously engage students in social-emotional behavior lessons throughout the year. Actions: Teachers will be trained on the use of the Character Strong curriculum</p> <p>Teachers will utilize the Character Strong curriculum each Wednesday during Buff Time</p> <p>Student groups will help to promote positive social-emotional behavior</p> <p>Counselors will track the use of Character Strong throughout the year Staff Responsible for Monitoring: Crisis Counselors, Counselors, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Crisis Intervention Counselors - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			



Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. Root Cause: The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.</p>

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 2025-2026 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 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			
<p>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.</p> <p>Actions: Establish a schedule for regularly updating Blackboard with the latest information</p> <p>Set up automated reminders for key events and deadlines that are sent to parents</p> <p>Provide content in Spanish to accommodate parents who speak different languages, ensuring equitable access to information</p> <p>QR codes available at all campus events in order for parents/guardians to access campus information</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>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.</p> <p>Actions: Regularly feature student and staff achievements, school successes, and positive stories to engage the community and build school pride</p> <p>Ensure that important announcements and updates are posted promptly, particularly for important events and deadlines</p> <p>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</p> <p>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</p> <p>Staff Responsible for Monitoring: Admin, teachers, club sponsors</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Perceptions
<p>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 2025-2026 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 and celebrating individual and campus achievements.</p>

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			
<p>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 and celebrate students maintaining strong attendance rates.</p> <p>Actions: Implement personalized outreach efforts to build stronger relationships with students and their families, focusing on understanding and addressing the root causes of absenteeism.</p> <p>Continue to implement a positive reinforcement system that recognizes and rewards good attendance, creating a culture where regular attendance is celebrated and valued</p> <p>Utilize an early warning indicators to identify students at risk of chronic absenteeism before it becomes a significant issue, allowing for timely interventions</p> <p>Tailor interventions based on data analysis to provide targeted support to students who need it most, ensuring that resources are allocated effectively</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>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:


School Processes & Programs
Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. Root Cause: The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.
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 2025-2026 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 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			
<p>Strategy 1: We will expand the student recognition program.</p> <p>Actions: Establish a monthly or quarterly recognition program to celebrate students' academic achievements, improvement and behavior.</p> <p>Work with the PBIS team to develop ways to celebrate students in classrooms.</p> <p>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.</p> <p>Regularly feature students on the school's social media platforms, highlighting their successes and contributions to the school community, further promoting a positive culture.</p> <p>Staff Responsible for Monitoring: Administrators, PBIS Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will enhance staff recognition, celebrate achievements, and amplify staff voice.</p> <p>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</p> <p>Amplify staff voice with Herd Group meetings.</p> <p>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</p> <p>Develop topics and action items through the LOL team to encourage and leverage teacher voice especially in Herd Groups</p> <p>Organize quarterly LOL roundtable discussions where staff can openly share their ideas, concerns, and suggestions related to a positive school culture</p> <p>Celebrate staff by conducting recognition visits across the campus, providing tokens of appreciation to acknowledge their dedication and contributions</p> <p>Staff Responsible for Monitoring: Administrators, LOL Team, Department Chairs, LOL Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June



Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Data indicates that there is a need for more uniformity in processes even though there is much success in certain programs, others programs may not be receiving the resources needed. Root Cause: The root cause is related to maintaining a clear evaluation process to see the impact of our programs and processes in place.</p>
Perceptions
<p>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 2025-2026 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 and celebrating individual and campus achievements.</p>

State Compensatory

Budget for Haltom High School

Total SCE Funds:

Total FTEs Funded by SCE: 12.17

Brief Description of SCE Services and/or Programs

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Personnel for Haltom High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Comprehensive Needs Assessment was completed in May 2025 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, attendance, and behavior data compiled in April and May of 2025.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

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

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

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 Haltom HS front office.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Throughout the Campus Needs Assessment, 61.5% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment
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
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

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: Statutorily Required Descriptions 1114(b)(7)(A)

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

- AVID
- Workshop Model
- Sheltered Instruction
- Engagement
- Collaboration
- Vocabulary/Word Walls
- Learning Objectives
- PDSA
- Team and relationship building
- CHAMPS
- Intentional Lesson Planning

Increased learning time is also available and provided through pullout intervention programs, targeted tutorials, and after-school Homework Help.

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

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 the programs and processes.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

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

Title I Personnel

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