Birdville Independent School District

Haltom High School

2026-2027 Initial Plan

Mission Statement

Vision

Value Statement

AVID=The Buff Way:

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 5
School Processes & Programs 7
Perceptions 8
Priority Problem Statements 9
Comprehensive Needs Assessment Data Documentation 10
Goals 12
Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. 12
Goal 2: The system will utilize efficient and effective operations to support and improve the learning organization. 18
Goal 3: All students and staff will learn and work in a safe and responsive environment. 23

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.

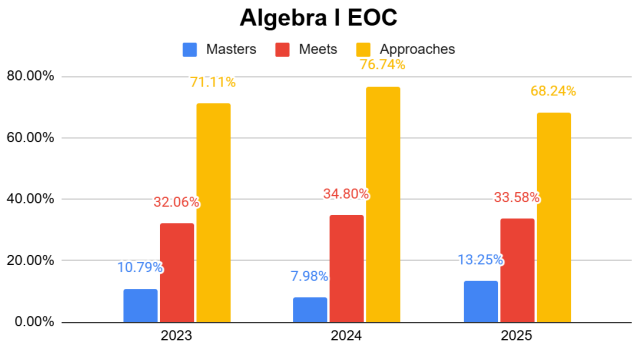
Student Learning

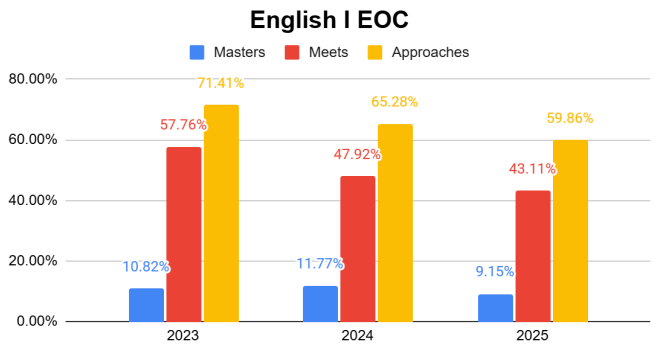
Student Learning Summary

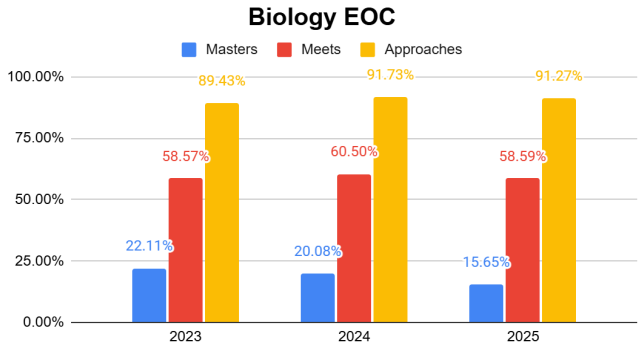
Haltom HS continues to pay close attention to its end-of-course (EOC) exams. While we trended down in most EOC areas, we significantly increased "Masters" for Algebra I, with a growth of over 5%.

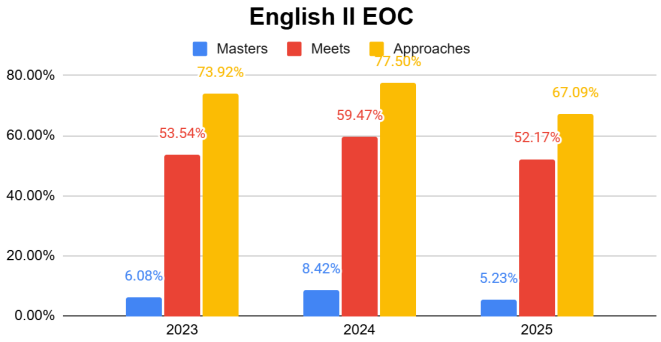
Also, six of our AP courses had the highest scores in the last 5 years.

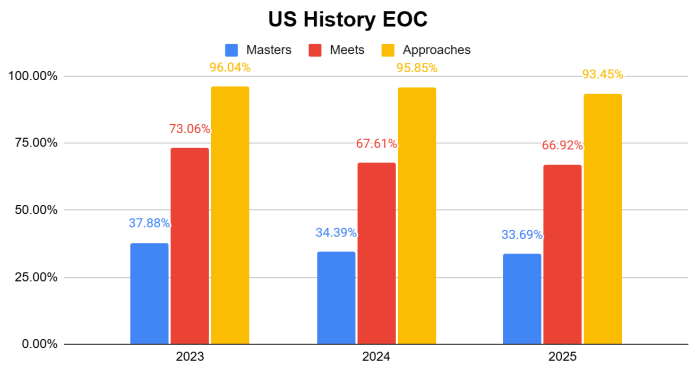
EOC Test Data is below:











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.
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 Acclerated 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 2026-2027 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.

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 2026-2027 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)
- 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

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

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 2026 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
Strategy 1: Teachers will be trained on the PLC+ model with a focus on the essential questions of PLC+ and data response. **Actions:** Conduct targeted professional development sessions to train teachers on the PLC+ process, emphasizing the importance and structure of effective collaboration, collective responsibility, and data analysis and response. Train activators within each PLC+ to guide discussions and keep the focus on the essential questions, collective responsibility, and data response. Provide teachers with tools, templates, and resources that support the PLC+ process, such as data analysis guides, PLC guide(s), Peer to Peer observations, 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, Academic Dean, and Instructional Facilitator **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college -

Strategy 2 Details

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.

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

Strategy 3 Details

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.

Actions: Teachers will collect and analyze formative data weekly to identify and reteach learning gaps.

After each DCA, 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.

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 Activators

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Strategy 4 Details
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. **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 **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

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 and IXL documentation

Other intervention documentation

Parent/Student communication documentation

Strategy 1 Details
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. **Actions:** Communication of PSAT & SAT testing to 10 - 12th students through multiple platforms and PSAT/SAT Test Prep during Buff Time Offer TSAI review sessions and testing. Individualized communication for testing to students and parents identified through College Board's AP Potential reports 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 **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college

Strategy 2 Details

Strategy 2: AVID seniors (100%) will be accepted to college or military and AVID seniors will be exposed to college and military opportunities on an ongoing basis.

Actions: AVID 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

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

Strategy 3 Details

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.

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 Student Success Counselor 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: Student Success Counselor, Dean of Instruction, Assistant Principals, Counselors, Teachers, and Instructional Facilitator

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

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
Strategy 1: We will contact parents/guardians when attendance begins to fall for students. **Actions:** Teacher attendance-contact home when student has multiple absences Attendance rate- Admin contact home when student has multiple absences Counselor referral for students with multiple absences **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals, Counselors **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: Integrated Student Support Systems

Strategy 2 Details
Strategy 2: We will celebrate students with good attendance each quarter. **Actions:** Run quarterly attendance data Provide a celebration for students with good attendance **Staff Responsible for Monitoring:** Assistant Principals, PBIS team **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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 in order to increase rigor and academic discourse that benefits 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
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. **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 **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**

Strategy 2 Details

Strategy 2: We will conduct classroom observations with feedback consistently throughout the year to ensure instructional strategies are being implemented campus-wide.

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

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 engagement, collaboration, rigor, 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: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: All teachers will engage students in AVID WICOR strategies on a consistent basis throughout the year.

Actions: Dedicate a portion of each monthly instructional staff meeting to reviewing and discussing AVID WICOR strategies

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

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

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
Strategy 1: We will collaborate with the Multilingual Services department to ensure all teachers are trained in high-yield, research-based EB instructional strategies. **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 **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**

Strategy 2 Details

Strategy 2: We will monitor the use of EB instructional strategies and evaluate success through monthly data talks.

Actions: Conduct regular classroom observations specifically focused on the implementation of EB instructional strategies

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

Meet with ESOL teachers monthly who push into classrooms to discuss data and progress

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

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
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. **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, IXL and Edgenuity coursework **Staff Responsible for Monitoring:** Administrators and campus C& I team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

Strategy 2 Details
Strategy 2: We will provide ongoing, afterschool Homework Help sessions for students who require continuous tutorial support throughout the year. **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 **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math

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
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 Teachers will utilize the Character Strong curriculum each Wednesday during Buff Time 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: Integrated Student Support Systems

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
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. **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 QR codes available at all campus events in order for parents/guardians to access campus information **Staff Responsible for Monitoring:** Admin

Strategy 2 Details
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. **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

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
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. **Actions:** Implement personalized outreach efforts to build stronger relationships with students and their families, focusing on understanding and addressing the root causes of absenteeism. 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

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

Strategy 1: We will expand the student recognition program.

Actions: Establish a monthly or quarterly recognition program to celebrate students' academic achievements, improvement and behavior.

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

Strategy 2 Details

Strategy 2: We will enhance staff recognition, celebrate achievements, and amplify staff voice.

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

Amplify staff voice with Herd Group meetings.

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