

Birdville Independent School District
Haltom Middle School
2024-2025 Campus Improvement Plan



Mission Statement

***Mission:** ALL Tigers create a school where everyone feels safe, valued, and respected while growing our mind, body, and spirit.*

Vision

***VISION:** As a No Excuses University school, HMS employs the Six Systems to ensure all students develop their academic, social, and emotional potential to be successful at a university and career of their choice.*

Value Statement

***Motto:** “No Significant Learning Takes Place without a Significant Relationship”*

Dr. James Comer

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Haltom Middle School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 910 students with 85% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 3%, American Indian-1%, Asian-4%, Hispanic-79%, White-13%, Two or More- 2%. Additionally, HMS has the following special population groups: Gifted and Talented 7%, Special Education 11%, ESL Students 40%, Mobility Rate 12%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. HMS is a No Excuses University school which means that the entire staff is committed to ensuring that all students are prepared to attend the college of their choice. Haltom staff values collaboration and effective professional learning communities (PLC's).

Demographics Strengths

The diversity at HMS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. Additionally, due to our students' experiences our staff is able to draw from a variety of life lessons which enhances the learning platform.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas.

Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.

Problem Statement 2 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** PTA has not been successfully active in the past few years.

Student Learning

Student Learning Summary

As measured by the most recent summative data, our students continue to be successful in 8th grade math and reading. Over 95% of our 8th grade students were successful on the state exam in 8th grade math, 98% of our students were successful on the state Algebra I exam, and 91% were successful on the 8th grade English exam. Furthermore 7th grade reading and writing made double digit gains on their state testing. Additionally, Haltom students made gains in all areas except for 6th grade reading. In addition to state testing, 99% of our students were successful in passing all of their core classes (Reading, Writing, Math, Social Studies, and Science). Along with success in math, all of our Fine Arts department continues to place very high at UIL competitions (Sweepstakes in band, choir, and theatre). Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- ELL students, Science- Special Education and ELL students, Social Studies- ELL and special education students. HMS students excel in mathematics. Specifically, 95% of all 8th graders passed the 8th grade state test. Additionally, HMS students consistently qualify for the state engineering competitions (TAME) each year. In addition to our strength in math, HMS has had a DUKE tip scholar every year.

2024 All Subjects STAAR Scores (Approached, Meets, Masters): 58%; 29%; 10% / 2023: 69%; 40%; 15% / 2022: 69%; 38%; 19% / 2021: 63%; 34%, 14%

Combined Tests by Subject (Approached, Meets, Masters)

- ELAR: **2024** 65% 37% 14% / **2023** 73% 45% 15% / **2022**: 73%; 40%; 23% / **2021**: 61%; 32%; 14%
- Math: **2024**: 57%; 29%; 8% / **2023**: 70%; 38%; 14% **2022**: 68%; 38%; 17% / **2021**: 65%; 38%; 17%
- Science: **2024**: 53%; 23%; 6% / **2023**: 76%; 49%; 20% / **2022**: 82%; 52%; 24% / **2021**: 77%; 49%; 24%
- Social Studies: **2024**: 41%; 16%; 5% / **2023**: 51%; 25%; 9% / **2022**: 43%; 17%; 7% / **2021**: 49%; 17%; 6%

By grade level Math/Reading (Approached, Meets, Masters)

- 6 grade math: 52%; 24%; 4%
- 7 grade math: 46%; 26%; 9%
- 8 grade math: 72%; 35%; 11%
- 6 grade reading: 58%; 36%; 12%
- 7 grade reading: 63%; 36%; 16%
- 8 grade reading: 73%; 39%; 15%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Haltom Middle School did not meet the target with a TELPAS progress rate of 31%. In 2021-2022 Haltom Middle School again did not meet the target with a TELPAS progress rate of 25%. In comparing the progress rate from 2021 and 2022, Haltom Middle School demonstrated a 6% point decrease in students' English language development.

Student Learning Strengths

Academic:

Most updated data:

- 80% pass rate on 8th grade science
- 100% on Algebra state test
- 2 students qualified for the state TAME (Texas Alliance Minorities in Engineering).
- Pre-AP classes offered in all core subjects
- Gateway to Technology offered for high school credit
- AP Spanish offered for College Credit (80% of students earned college credit)

Fine Arts:

- 14 students made the All–Birdville/All Region Band
- All 3 band received straight first divisions at the Beach Within Reach Band Contest
- 21 straight years making UIL sweepstakes in Band
- Theatre Department excellent ratings in UIL and successful musical (Muana)
- Over 80% of our art students who participated in the highly-competitive *District Art Show* received 1st, 2nd and 3rd place awards.
- 6 Students competed on the regional level at Jr VASE and those who participated earned all 4's, with one young artist also winning a silver medal in visual arts.
- At our district art show 16 students received 1st, 2nd and 3rd place ribbons

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our eighth grade STAAR Social Studies scores are in need of improvement. **Root Cause:** Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2 (Prioritized): Overall scores on STAAR have dropped over the past year. **Root Cause:** Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.

School Processes & Programs

School Processes & Programs Summary

Haltom's focus for the year will be on improving our meets and masters on our state testing by providing high rigor, high relevance instruction. An emphasis will be placed on vertical collaboration and the use of technology to enhance instruction and create engagement while teaching hard to teach TEKS. Additionally, we will focus on improving our 8th grade social studies scores.

Administration Support - The administration team will work collaboratively with the faculty and staff to provide daily on-going support for the teachers, faculty, parents, students, and community. Open communication and collaboration will be modeled and supported and multiple forms of assistance will be given to whoever is in need.

Professional Learning Communities (PLC's) - The teachers and staff at Haltom will continue to participate in Professional Learning Communities (PLC's). Teachers will meet with their vertical teams and content teams to broaden their knowledge of the subjects, discuss and share instructional strategies, and data analysis with the goal of improving instruction.

Professional Learning will focus on getting to know our students, how to differentiate instruction, data analysis, technology tools, collaboration, and designing engaging lessons that meet the needs of our students. The Site Based Decision Making committee will assist in providing professional development to the faculty and staff based on needs of the campus.

The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2024-2025 school year.

The 2024-2025 school year will be exciting as our theme is: "**As One**" We are aligning our theme with the district and learning that each staff member contributes unique strengths towards a common goal.

School Processes & Programs Strengths

Mentoring new and experienced teachers is an on-going process at Haltom which fosters a sense of community and PLC. We have two academic coaches to meet the needs of our staff. Multiple opportunities for anonymous feedback to the administration ensures that staff voices are heard and valued at HMS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. **Root Cause:** Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.

Problem Statement 2 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Perceptions

Perceptions Summary

The Haltom Middle School faculty likes to describe themselves like a family. Our school staff embodies a spirit of mutual support and collaboration, consistently working together toward shared goals. They seamlessly blend their diverse skills and perspectives, fostering an environment where each member's contributions are valued and collective success is the primary focus. This cohesive teamwork ensures that both students and staff are empowered to achieve their highest potential.

Perceptions Strengths

The school staff is widely recognized for their exceptional dedication, adaptability, and collaborative spirit. Their ability to effectively communicate, embrace diverse perspectives, and work towards common objectives strengthens their impact on student achievement and creates a positive, supportive learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success
Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Priority Problem Statements

Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause 1: PTA has not been successfully active in the past few years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our eighth grade STAAR Social Studies scores are in need of improvement.

Root Cause 2: Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas.

Root Cause 3: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success

Root Cause 4: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here.

Root Cause 5: Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Overall scores on STAAR have dropped over the past year.

Root Cause 6: Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.

Problem Statement 6 Areas: Student Learning



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

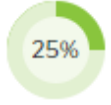

High Priority







Evaluation Data Sources: Lexile levels, Renaissance STAR, iStation (grade 7 diagnostic for reading difficulties), Texas Education Agency (TEA) Interims reading/English Language Arts (ELA) and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
Strategy 1: Continue to build capacity to implement the District literacy plan at the campus level. Actions: a) Provide tiered professional learning opportunities that is responsive to all staff needs to build their capacity to implement campus literacy plans. b) Support campus staff to lead the implementation of the District literacy plan. c) Establish exemplary classrooms to help teachers visualize practice in action. d) Develop a schedule for Instructional Rounds for all staff in order for professional growth. e) Continue utilizing literacy strategies in all core content classes. f) Continue to have Instructional Walks with the academic coaches and campus administration. g) Provide training and focus around the "Haltom Middle School (HMS) Instructional Playbook" in order for all staff members to provide exemplary instruction. h) Utilize poster maker for anchor charts i) Utilize color printer for student data folders. Staff Responsible for Monitoring: Campus administration and Instructional Facilitators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Instructional Facilitator - 211 - Title I - \$161,253, Instructional Personnel - 211 - Title I - \$89,889, SCE Campus Personnel - 199 - General Funds: SCE - \$617,783	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Continue to implement literacy plan with a focus on responsive teaching and continuous improvement. Actions: a) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators. b) Provide intensive writing training to teachers in order for writing to be used across the curriculum. c) Continue to collaborate with the Leaders of Learners (LOL) team each Friday morning to engage in the campus Plan Do Study Act (PDSA) cycle. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals (EBs). Actions: a) Identify trends by conducting data analysis to determine progress in reading and English language development. b) Develop collaborative strategic plans that align with campus improvement plans. c) Continue to provide Sheltered Instruction Observation Protocol (SIOP) training to all new staff members. d) Utilize SCE funded, teachers for language and credit support. e) Train teachers in Professional Learning Communities (PLC) different strategies to work with EBs. Staff Responsible for Monitoring: HMS Admin Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize professional learning communities to ensure collaboration in implementing Tier 1 instruction to enhance student performance as appropriate to individual student needs.</p> <p>Actions: a) Teachers will utilize backwards design to create rigorous, standards-based common assessments. b) Teachers will analyze assessment data to identify individual student strengths and weaknesses and use the data to guide future instruction. c) Teachers will provide structured, standards-based tutorials for students that do not meet the standard(s) on common assessments. d) Each department PLC will conduct one "Positive Pop-in" to another teacher every 9 weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction e) Continue training for select teachers on Sheltered Instruction Observation Protocol f) The use of Advancement Via Individual Determination (AVID) strategies evident in classrooms g) Embedded ongoing professional development provided throughout year to help teachers enhance student performance h) Implement Refining a Lesson Protocol and After Action Review Protocol in Science, Social Studies, Math, and English PLCs to improve Tier I instruction as well as intervention for Tier 2 and 3 students. i) Teachers will be implementing higher-level questioning to improve Tier 1 instruction and increase the percent of Masters Level State of Texas Assessment of Academic Readiness (STAAR) scores. j) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction.</p> <p>Staff Responsible for Monitoring: HMS administration, department heads, and academic coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Instructional Facilitator - 255 - Title II - \$75,568</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Continue to refine and implement systemic approach to embed literacy instruction in all content areas Actions: (A) Continue utilizing literacy strategies in all core content classes. (B) Teachers will be trained to deliver literacy strategies across the curriculum. (C) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat) (D) Literacy coach will work with teachers individually, assist teachers in instruction of content area text, work with PLC department teams, demonstrate instructional strategies and provide ongoing support to teachers (E) Campus-wide writing in all content areas (F) Campus-wide use of close reading strategies in all content areas (G) Targeted tutorials before school & after school for specific groups of students who need additional support. (I) Use nonfiction reading strategies such as signpost and vocabulary strategies. Staff Responsible for Monitoring: Carrie Welborn, Principal Felicia Cherry, Derek Hinton, Jeremiah Pena , Asst. Principal Derek Andersen, Laura Bean, Sarah Slaughter, Instructional Facilitator Erin Gaworski , Dept. Head Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students. Actions: a) Support campus staff in using Star 360 Renaissance assessment for progress monitoring and intervention services. b) Use our instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model. d) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math. e) Embed implementation strategies for progress monitoring in curriculum overviews. f) Use the district item bank for STAAR redesign within Aware. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.
Student Learning
Problem Statement 2: Overall scores on STAAR have dropped over the past year. Root Cause: Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.
School Processes & Programs
Problem Statement 1: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. Root Cause: Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.





Perceptions







Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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: Implement a multi-tiered system of support for RtI-identified students and students in our designated targeted groups for closing the gaps.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom. Actions: a) Continue to support and monitor the implementation of the PDSA process and provide appropriate, tiered professional learning support. b) Monitor the PDSA development process through PLCs to ensure alignment to district expectation. c) Collect examples during campus walk-throughs. d) Model examples of goal setting and digital data folders during LOL. e) Students will use data folders in core subject areas to track progress on campus designed assessments. f) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. g) Track assessment data for students in targeted groups and provide targeted tutorials as needed. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas. Actions: a) Continue to utilize a full time instructional facilitators to support students and staff. b) Employ two educational assistants to assist Tier II students in classrooms. c) Offer professional development opportunities for staff members to support their instructional methods. d) Offer families and the community members opportunities to engage with campus activities. e) Purchase laminator for word walls and teaching vocabulary f) Purchase color printer and poster maker to print and display materials to support instruction and resources for families. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 Problem Statements: Student Learning 1 - School Processes & Programs 1 Funding Sources: Tutoring - 211 - Title I - \$27,090	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Implement a multi-tiered system of support (MTSS) for identified students. Actions: a) Strengthen the communication and monitoring of the delivery of MTSS services. b) Provide ongoing training for all staff to build their capacity to implement MTSS through collaborative conferences. c) Support campus leadership teams to lead the implementation of MTSS. d) Provide technical, consulting, and coaching support for campus implementation plans. e) Continue to implement the district's social-emotional learning (SEL) curriculum. f) Provide professional learning and support for SEL & tiered behavior interventions. g) Provide supplemental resources for SEL supports. h) Continue to utilize the HMS Behavioral Framework in order to: identify students, provide interventions, and monitor behavior. i) Provide three Leadership Classes for our Tier III students and teach them social skills using the Boys Town and other curriculum. j) Utilize SCE-funded interventionists to provide additional support to students at risk based on a preponderance of data in order to decrease learning gaps and increase student performance. Staff Responsible for Monitoring: Campus administration Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Enlist community and business partners to assist in providing support to students and families. Actions: a) Coordinate existing community/business partnerships to create a clearinghouse of resources including people, time and contributions. b) Communicate to all stakeholders their role in implementing effective community and school partnerships to enhance educational opportunities for students, schools and staff. c) Create new community/business partnerships to enhance the academic, attendance, and personal achievements of students d) Continue to offer parent training through our Parent University and use The Boys and Girls Club staff Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: Implement pedagogical strategies found in our campus Instructional Playbook that will increase 8th Grade Social Studies STAAR scores. Actions: a) Classroom observations, feedback, and resources will be shared with the Social Studies team in the areas of active engagement, vocabulary best practices, and instructional alignment. b) Campus leadership will partner with the content coordinator to provide the Social Studies PLC with professional learning and support around active vocabulary strategies and document analysis strategies, as well as assessment design and utilizing results to drive instruction. c) Social Studies teachers will receive training and support for the creation of STAAR 2.0 new item types, as well as the use of local item banks. STAAR 2.0 professional learning will include a focus on how to align Social Studies process skills to the cognitive requirements of STAAR 2.0. d) Campus leadership will partner with the content coordinator to monitor student progress through Social Studies common assessments, curriculum-based assessments (CBAs), and interim assessments, and facilitate PLC data meetings to discuss instructional implications of data. e) Campus leadership will monitor and communicate support needs for Social Studies teachers new to Birdville Independent School District (ISD) and/or the content and curriculum. Problem Statements: Demographics 1		Formative			Summative
		Nov	Jan	Mar	June
					
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Students continue to struggle with reading, writing and thinking skills that enable them to perform at or above grade level in all content areas. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy skills. Our diverse population of students enters school with different levels of preparedness.
Student Learning
Problem Statement 1: Our eighth grade STAAR Social Studies scores are in need of improvement. Root Cause: Inconsistent implementation of rigorous instructional practices has led to lower than expected scores. Problem Statement 2: Overall scores on STAAR have dropped over the past year. Root Cause: Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.
School Processes & Programs
Problem Statement 1: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. Root Cause: Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators. Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.



Perceptions





Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
Strategy 1: Utilize the district's curriculum for social-emotional learning (SEL). Actions: a) Implementing SEL curriculum b) Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients. e) Utilize district funded Crisis Counselors to provide support to students in areas of social-emotional learning. f) Host Challenge Day to support social-emotional learning Staff Responsible for Monitoring: Vanessa Pannell ~ Crisis Counselor Problem Statements: School Processes & Programs 2 - Perceptions 1 Funding Sources: Professional Learning - 211 - Title I - \$17,962	Formative			Summative
	Nov	Jan	Mar	June
				







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 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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 4: Reduce the number of students assigned to behavioral response to intervention (RtI) Tiers 2 and 3.

Strategy 1 Details	Reviews			
Strategy 1: Implement with fidelity the behavioral RtI plan. Actions: a) Provide training to staff in the implementation of the campus behavior RtI plan with established procedures. b) Conduct positive behavior instructional support (PBIS) meetings with agendas and minutes and distribute to campus staff. c) Require each classroom to use Conversation Help Activity Movement Participation Success (CHAMPS) with fidelity. d) Provide staff training on how to use the Discipline Flowchart. e) Implement a campus-wide behavior tracker to drive grade-level collaborative conferences and proactive student-administrator discussions aligned with PBIS . f) During the school day, we will provide opportunities for teachers and administrators to support Tier 1 behaviors through the implementation of Positive Office Referrals, Power Cards, Tiger Bucks, and Tiger Store. Staff Responsible for Monitoring: HMS Admin Team Title I: 2.6 Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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 5: Increase the number of students meeting college, career and military readiness requirements.

Evaluation Data Sources: Number of students enrolled in AVID, number of students enrolled in advanced courses, number of students enrolled in Career and College course

Strategy 1 Details	Reviews			
Strategy 1: Provide equitable access to career technology education (CTE) courses for students with a focus on at-risk students. Actions: a) Increase the number of students enrolled in Gateway to Technology and AVID. b) Provide field trips to the Birdville Career Technology and Advanced Learning (BCTAL) to allow students to visualize the learning environment. c) Schedule a "Career Day" and allow business partners to speak to students about the importance of CTE careers. Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. Root Cause: PTA has not been successfully active in the past few years.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer public education information management system (PEIMS) submission







Strategy 1 Details	Reviews			
Strategy 1: Implement our plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance. Actions: a) Analyze data given to campus Admin by a district truancy officer b)Based on that data admin put students on an attendance tracking plan that includes daily check-ins and incentives for improved attendance c)Monitor the attendance of our at-risk population through Project Education and Focus d) Recognize and celebrate students who have perfect attendance during 9 weeks Award Assemblies. d) Implement strategies to identify and address social needs (weekend snack bags and other resources from the CIC) within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues. Title I: 2.5, 2.6 Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: HMS will incorporate the 6 Exceptional systems of a No Excuses University (NEU) Campus

Strategy 1 Details	Reviews			
Strategy 1: Implementation of the 6 Exceptional systems with fidelity. Actions: b) All teachers will adopt a college of their choice and teach various facets to the students c) Selected students will be nominated for Student of the Month Lunches once per 9 weeks based on our Tiger Values. d) Teachers will log onto NEU connect 2/month for lesson planning ideas e) Upload one stellar lesson to NEU connect by January 2025 f) The Campus Leadership Team will continue to train staff on the "HMS Play Book" that defines and describes the six systems as detailed in the NEU book. Staff Responsible for Monitoring: HMS Admin Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

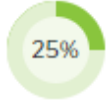



Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: safety survey of students, parents and staff

Strategy 1 Details	Reviews			
Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being. Actions: a) Identify and address safety and social-emotional concerns. b) Conduct safety meetings to evaluate and problem-solve district safety concerns. c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. d)Conduct weekly Threat Assessment Meetings f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g)Campus Security Officer conducts regular interior and exterior door checks and monitors hallways h)Conduct monthly safety drills(shelter in place, inclement weather, evacuation) I)SRO present throughout the day j) Create a Connections Student Group to improve a sense of belonging, security, and well-being for students. Staff Responsible for Monitoring: HMS Admin Team Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need Actions: A) Collaborate with the Parent Teacher Association (PTA) to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D) Host a Title 1 Meeting E) Apply to the Texas PTA so that our campus in back in good standing. Staff Responsible for Monitoring: Carrie Welborn ~ Principal Felicia Cherry- Assistant Principal Title I: 4.1, 4.2 Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. Root Cause: PTA has not been successfully active in the past few years.
School Processes & Programs
Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.
Perceptions
Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

State Compensatory

Budget for Haltom Middle School

Total SCE Funds: \$617,783.00

Total FTEs Funded by SCE: 8.3

Brief Description of SCE Services and/or Programs

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

Personnel for Haltom Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashton Hurst	Teacher	1
Daylan Montgomery	Teacher	1
Diana Martinez	Teacher	1
Edith Torres	Teacher	1
Jeffrey Chavez	Teacher	1
Marixsangely Mendez Diaz	Educational Assistant	1
Melanie Shelton	Reading Intervention	0.65
Teri Perez	Reading Intervention	0.65
Vanessa Pannell	Student Assistance Counselor	1

Title I

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, and attendance, and behavior data compiled in April and May of 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Parents:
Jennifer Linder
Community Members:
Debbie Sheffield
Teachers:
Rebecca Kellerman
Davette Wilson
Miranda Miears
Jeannie Stevens
Sarah Slaughter
Administrators:
Nathan Frymark
Jeremiah Pena
Felicia Cherry
Mike Castellon
Other Campus and District Staff:
Angie Tidwell
Sam Stinson
Derek Andersen

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 82% 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 instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
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: Increased learning time and well-rounded education

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

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

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

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

3.1: Annually evaluate the schoolwide plan

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

The CNA addresses:

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 CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

Parents:
Jennifer Linder
Yvette Vega
Teachers:
Rebecca Kellerman
Davette Wilson
Miranda Miears
Jeannie Stevens
Sarah Slaughter
Administrators:
Nathan Frymark
Jeremiah Pena
Felicia Cherry
Mike Castellon
Other Campus and District Staff:
Angie Tidwell
Sam Stinson
Derek Andersen

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

SAMPLE ANSWER

Most campus family engagement activities are scheduled for Thursday evenings and Friday mornings in order to accommodate parents' work schedules (exceptions noted below). The following family engagement activities are planned for 2022-23:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- September Meet the Teacher Night (Thursday only) on campus
- October Title I Meeting (Thursday/Friday) on campus
- November Literacy Event (Thursday/Friday) on campus
- December Book Fair (Monday through Thursday 8:00-5:00) on campus
- January STEM Event (Thursday/Friday) on campus
- March Open House (Thursday only) on campus
- March Discover Birdville Event (Saturday 9:00-10:00) at Birdville High School
- April Family Engagement Policy and Compact Revision (Thursday/Friday) on campus
- May Art Show (Tuesday through Friday 8:00-6:00) at Haltom Public Library

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaylin Garcia	Educational Assistant	Title I	1.0
Laura Bean	Instructional Facilitator	Title I	1.0
Mahathelege Peiris	Educational Assistant	Title I	1.0
Sarah Slaughter	Instructional Facilitator	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE Campus Personnel		\$617,783.00
Sub-Total					\$617,783.00
Budgeted Fund Source Amount					\$617,783.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Personnel		\$89,889.00
1	1	1	Instructional Facilitator		\$161,253.00
1	2	2	Tutoring		\$27,090.00
1	3	1	Professional Learning		\$17,962.00
Sub-Total					\$296,194.00
Budgeted Fund Source Amount					\$296,194.00
+/- Difference					\$0.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Facilitator		\$75,568.00
Sub-Total					\$75,568.00
Budgeted Fund Source Amount					\$75,568.00
+/- Difference					\$0.00
Grand Total Budgeted					\$989,545.00
Grand Total Spent					\$989,545.00
+/- Difference					\$0.00