

Birdville Independent School District

Haltom Middle School

2022-2023 Formative Review



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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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: All students will make at least one year's progress in reading and mathematics literacy between the beginning and end of year.

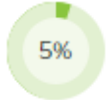

High Priority









HB3 Goal

Evaluation Data Sources: Lexile levels, Renaissance STAR, iStation (grade 7 diagnostic for reading difficulties), TEA Interims reading/ELA and mathematics (grades 6-8, E1, E2 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 Exemplar 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 each Tuesday and Thursday with the academic coaches and campus administration. g) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction. Staff Responsible for Monitoring: Campus administration and academic coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Coach - 255 - Title II - \$76,839, Literacy Coach - 211 - Title I	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 LOL team each Friday morning to engage in the campus PDSA cycle.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Continue to develop and implement system-wide instructional practices to support English learners. Actions: a) Identify trends by conducting data analysis to determine progress in reading and English language development. b) Develop collaborative strategic plans that align to campus improvement plans. c) Continue to provide SIOP training to all new staff members. d) Utilize SCE funded, teachers for language and credit support. Staff Responsible for Monitoring: HMS Admin Team Title I: 2.4, 2.6 Funding Sources: Teachers - 199 - General Funds: SCE	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 6 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 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 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 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Intervention Personnel - 211 - Title I - \$9,763, Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I</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: Tim Drysdale, Principal Felicia Cherry, Mike Castellon, John Deleon Leon, Asst. Principal Derek Andersen, Literacy Coach Ashley Zamora - Sebesta, Academic Coach Melinda Brown, Dept. Head Title I: 2.4, 2.6 Funding Sources: Instructional Coach - 255 - Title II, Literacy Coach - 211 - Title I	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	Formative			Summative
	Nov	Jan	Mar	June
				
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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 super 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) Follow and adhere to the Continuous Improvement Six Weeks Timeline: https://docs.google.com/document/d/1anwm91H8QM6dsDqWX9hrYQusL0iiVBHDY4B0wqSXDDDE/edit?usp=sharing h) Track assessment data for students in super groups and provided targeted tutorials as needed.	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 literacy coach to support students and staff . b) Continue to employ two full time Title I Teachers to reduce the ratio of student/teacher c) Employ two educational assistants to assist Tier II students in classrooms. d) Continue to employ a parent liaison to help bring in parents and community members to form a partnership within the school. e) Continue to purchase interactive TVs and place them in each classroom. f) Offer professional development opportunities for staff members to support their instructional methods. g) Offer families and the community members opportunities to engage with campus activities. Title I: 2.4, 2.6, 4.2 Funding Sources: Literacy Coach - 211 - Title I - \$75,122, Classroom Teacher - 211 - Title I - \$69,958, Classroom Teacher - 211 - Title I - \$73,306, Educational Assistant - 211 - Title I - \$31,000, Educational Assistant - 211 - Title I - \$31,000, Bilingual Liaison - 211 - Title I - \$29,354, Interactive TVs - 211 - Title I - \$12,000, Professional Development - 211 - Title I - \$25,000, Family Engagement Activities - 211 - Title I - \$10,000, Tutoring - 211 - Title I - \$34,000, Substitutes - 211 - Title I - \$2,000, ESSER Tutors - ESSER - \$40,260, Campus Personnel - 199 - General Funds: SCE - \$205,250	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 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 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 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 Funding Sources: Intervention Personnel - 199 - General Funds: SCE	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	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, 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 ISD and/or the content and curriculum. Problem Statements: Student Achievement 1	Formative			Summative
	Nov	Jan	Mar	June
				
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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 into the advisory time, Tiger Time. 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 SCE funded Crisis Counselors to provide support to students in areas of social-emotional learning. Staff Responsible for Monitoring: Vanessa Pannell ~ Crisis Counselor Funding Sources: Crisis Counselor - 199 - General Funds: SCE	Formative			Summative
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Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.


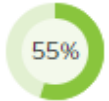




Performance Objective 4: Reduce the number of students assigned to behavioral RtI Tiers 2 and 3.

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 PBIS meetings with agendas and minutes and distribute to campus staff. c) Require each classroom to use CHAMPS with fidelity. d) Utilize SuccessEd to input behavioral RtI student plans and then use the data for the assignment of students to DAEP. e) Employee a Behavioral Interventionist EA to assist Tier II and Tier III students. f) Partner with local churches to provide mentoring after school with Tier III students. g) Employee a Behavior Interventionist teacher during the day to teach social skills/Leadership classes. Staff Responsible for Monitoring: HMS Admin Team Title I: 2.6	Formative			Summative
	Nov	Jan	Mar	June
				
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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 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 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.	Formative			Summative
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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 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) Provide incentives to improve student attendance. b) Monitor student attendance and review progress with staff members on a six weeks basis in order to determine effectiveness of the campus improvement plan related to incentives to improve student and staff attendance. c) Create a system to celebrate campus attendance improvement during 6 weeks Award Assemblies. d) Implement strategies to identify and address social needs 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	Formative			Summative
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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 Campus







Strategy 1 Details	Reviews			
Strategy 1: Implementation of the 6 Exceptional systems with fidelity. Actions: a) Staff members will participate in a book study using the NEU book explaining the 6 systems. The two systems we will focus on are: Standards Alignment and Assessments. b) All teachers will adopt a college of their choice and teach various facets to the students through the advisory period called "Tiger Time". c) Selected students will be nominated for Student of the Month Lunches once per six 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 2023 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	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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. f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. Staff Responsible for Monitoring: HMS Admin Team	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 PTA and ASPIRE 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 is back in good standing. Staff Responsible for Monitoring: Tim Drysdale ~ Principal Pamela Sifuentes ~ ASPIRE Coordinator Title I: 4.1, 4.2 Problem Statements: Parent and Community Engagement 1		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					