

Birdville Independent School District

Haltom Middle School

2023-2024 Improvement Plan

Accountability Rating: Not Rated



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 960 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, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

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. Many parents are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

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.

2021 All Subjects STAAR Scores (Approached, Meets, Masters): 2022: 69%; 38%; 19% / 2021: 63%; 34%, 14%

Combined Tests by Subject (Approached, Meets, Masters)

- ELAR: **2022:** 73%; 40%; 23% / **2021:** 61%; 32%; 14%
- Math: **2022:** 68%; 38%; 17% / **2021:** 65%; 38%; 17%
- Science: **2022:** 82%; 52%; 24% / **2021:** 77%; 49%; 24%
- Social Studies: **2022:** 43%; 17%; 7% / **2021:** 49%; 17%; 6%

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

- 6 grade math: 69%; 29%, 10%
- 7 grade math: 60%; 38%, 18%
- 8 grade math: 62%; 30%, 7%
- 6 grade reading: 62%; 27%; 12%
- 7 grade reading: 75%; 45%; 27%
- 8 grade reading: 78%; 48%; 28%

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 (Beauty and the Beast)
- 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:** New personnel and an early resignation lead to low performance in terms of STAAR scores.

Problem Statement 2 (Prioritized): STAAR 2.0 is a new assessment tool and, we are still analyzing data as it is released. **Root Cause:** TEA has updated this assessment tool.

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 2022-2023 school year.

The 2022-2023 school year will be exciting as our theme is: **"No Excuses...Back on Track!"** We are excited to have less challenges as we experienced the last few years. We are in a position to do very well this year. HMS staff members are committed to ensuring the academic growth of each student. We will use continuous improvement tools to establish goals, track progress and evaluate effectiveness in all systems we have in place. Each staff member will be given a HMS Playbook that describes the strategies we will use to remain successful.

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.

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.

Problem Statement 3 (Prioritized): Effective planning, PLC, and teacher development affected student performance. **Root Cause:** In 22-23, our math academic coach resigned in December which affected PLC, teacher development, and planning.

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. Many parents are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

Problem Statement 1 Areas: Demographics

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

Root Cause 2: New personnel and an early resignation lead to low performance in terms of STAAR 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, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

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: Effective planning, PLC, and teacher development affected student performance.

Root Cause 5: In 22-23, our math academic coach resigned in December which affected PLC, teacher development., and planning.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 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 6: Not as many teachers are going into education causing a shortage in teachers and staff.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: STAAR 2.0 is a new assessment tool and, we are still analyzing data as it is released.

Root Cause 7: TEA has updated this assessment tool.

Problem Statement 7 Areas: Student Learning

Goals

Revised/Approved: September 8, 2023

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), 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 each Tuesday 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 academic coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 1, 2 Funding Sources: Instructional Coach - 255 - Title II - \$76,839, Literacy Coach - 211 - Title I - \$77,796, Instructional Resources - 211 - Title I - \$2,300	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. Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 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 Problem Statements: Demographics 1 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 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 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3</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: Nathan Frymark, Principal Felicia Cherry, Mike Castellon, Jeremiah Pena , Asst. Principal Derek Andersen , Literacy Coach Sam Stinson, Academic Coach Jeannie Stevens & Sarah Slaughter , Dept. Head Title I: 2.4, 2.6 Problem Statements: Demographics 1, 2 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 Problem Statements: Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.

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. Many parents are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

Student Learning

Problem Statement 2: STAAR 2.0 is a new assessment tool and, we are still analyzing data as it is released. **Root Cause:** TEA has updated this assessment tool.

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.

Problem Statement 3: Effective planning, PLC, and teacher development affected student performance. **Root Cause:** In 22-23, our math academic coach resigned in December which affected PLC, teacher development., and planning.

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			
	Formative			Summative
	Nov	Jan	Mar	June
<p>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.</p> <p>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/1anwm91H8QM6dsDqWX9hrYQusL0iiVBHDY4B0wqSXDDE/edit?usp=sharing h) Track assessment data for students in targeted groups and provide targeted tutorials as needed.</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>				

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 1.5 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 televisions 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 Problem Statements: School Processes & Programs 2 - Perceptions 1 Funding Sources: Literacy Coach - 211 - Title I, Campus Personnel - 211 - Title I - \$123,825, Instructional Resources - 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 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 2, 3 - Perceptions 1 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 Problem Statements: Demographics 2	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: Student Learning 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 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, which has been complicated by the pandemic in which students didn't receive literacy instruction in a systematic and intentional way.
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. Many parents are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

Student Learning

Problem Statement 1: Our eighth grade STAAR Social Studies scores are in need of improvement. **Root Cause:** New personnel and an early resignation lead to low performance in terms of STAAR scores.

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.

Problem Statement 3: Effective planning, PLC, and teacher development affected student performance. **Root Cause:** In 22-23, our math academic coach resigned in December which affected PLC, teacher development., and planning.

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 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 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: Crisis Counselor - 199 - General Funds: SCE, Challenge Day - 211 - Title I - \$11,950	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 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) Utilize SuccessEd to input behavioral RtI student plans and then use the data for the assignment of students to disciplinary alternative education program (DAEP). e) Employee a Behavioral Interventionist education assistant (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 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><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><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. Many parents are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

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) 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 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. Many parents are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

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: 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 2024 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 1, 2, 3 - 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 2 Problem Statements:

School Processes & Programs
<p>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.</p> <p>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.</p> <p>Problem Statement 3: Effective planning, PLC, and teacher development affected student performance. Root Cause: In 22-23, our math academic coach resigned in December which affected PLC, teacher development., and planning.</p>
Perceptions
<p>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.</p>

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 Problem Statements: School Processes & Programs 2, 3 - 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 is back in good standing. Staff Responsible for Monitoring: Nathan Frymark ~ Principal Felecia Cherry- Assistant Principal Diana Garcia-Parent Liaison Title I: 4.1, 4.2 Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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. Many parents are working multiple jobs, and others feel less comfortable being a part of the campus because of language/cultural barriers.

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.

Problem Statement 3: Effective planning, PLC, and teacher development affected student performance. **Root Cause:** In 22-23, our math academic coach resigned in December which affected PLC, teacher development., and planning.

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: \$0.00

Total FTEs Funded by SCE: 10.2

Brief Description of SCE Services and/or Programs

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Personnel for Haltom Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alexandra Gatewood	MTSS	0.5
Angie Tidwell	Intervention Lab EA	1
Azachary Mills	Teacher	0.3
Diana Martinez	ESL Teacher	1
Edith Torres	ESL Teacher	1
Erica Roosa	Intervention Lab EA	1
Jeffrey Chavez	Teacher	1
Marixangely Mendez Diaz	ESL/Bilingual EA	1
Melanie Shelton	Reading Intervention	0.7
Teri Perez	Reading Intervention	0.7
Vanessa Pannell	Crisis Intervention Counselor	1
Wendell Groom	Teacher	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>
Ashley Zamora Sebesta	Instructional Coach	Title II	1.0
Derek Andersen	Literacy Coach	Title I	1.0
Feba Jose	CSR Teacher	Title I	0.5
Jaylin Garcia	Educational Assistant	Title I	1.0
Kayli Dimas	CSR Teacher	Title I	1.0
Mahathelse Peiris	Educational Assistant	Title I	1.0

Campus Funding Summary

199 - General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Teachers		\$0.00
1	2	2	Campus Personnel		\$205,250.00
1	2	3	Intervention Personnel		\$0.00
1	3	1	Crisis Counselor		\$0.00
Sub-Total					\$205,250.00
Budgeted Fund Source Amount					\$205,250.00
+/- Difference					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Resources		\$2,300.00
1	1	1	Literacy Coach		\$77,796.00
1	1	4	Literacy Coach		\$0.00
1	1	4	Intervention Personnel		\$9,763.00
1	1	5	Literacy Coach		\$0.00
1	2	2	Literacy Coach		\$0.00
1	2	2	Professional Development		\$25,000.00
1	2	2	Tutoring		\$34,000.00
1	2	2	Instructional Resources		\$12,000.00
1	2	2	Campus Personnel		\$123,825.00
1	2	2	Substitutes		\$2,000.00
1	2	2	Family Engagement Activities		\$10,000.00
1	3	1	Challenge Day		\$11,950.00
Sub-Total					\$308,634.00
Budgeted Fund Source Amount					\$308,634.00
+/- Difference					\$0.00

255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$76,839.00
1	1	4	Instructional Coach		\$0.00
1	1	5	Instructional Coach		\$0.00
Sub-Total					\$76,839.00
Budgeted Fund Source Amount					\$76,839.00
+/- Difference					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	ESSER Tutors		\$40,260.00
Sub-Total					\$40,260.00
Budgeted Fund Source Amount					\$40,260.00
+/- Difference					\$0.00
Grand Total Budgeted					\$630,983.00
Grand Total Spent					\$630,983.00
+/- Difference					\$0.00