

Birdville Independent School District

Haltom Middle School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

We are Tigers who ignite a passion for learning while growing our Mind, Body, and Spirit in a school where everyone feels safe, valued and respected.

Vision

Without Excuse, 100% of Haltom students will develop their academic, social, & emotional capacity in order to be successful at a university and career of their choice.

TIGERS Value:

Tenacity

Integrity

Graciousness

Effort

Resiliency

Service to Others

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Comprehensive Needs Assessment

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.

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 2018-2019 school year.

The 2020-2021 school year will be challenging in terms of offering students instruction remotely and also face-to-face. Approximately 50% are choosing to remote instruction for the second six weeks. The district and campus has agreed to use Canvas as the learning management system and this has proven to be a challenge to students and teachers alike. However, the staff is committed to providing the best instruction using this new method of teaching. Professional development and training has been given and will continue throughout the year. We will use the PLC time to collaborate and share ideas related to the pedagogy of online learning.

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: Although we continue to recruit and hire highly qualified staff, the staff at HMS does not closely resemble the demographics of our students. Therefore, as natural attrition occurs, there needs to be an increased effort to hire Spanish speaking individuals to better support our Spanish speaking population. **Root Cause:** There is a limited number of highly qualified teachers in our applicant pool that match our campus demographics.

Perceptions

Perceptions Summary

Haltom believes in nurturing and developing the mind, body and spirit of all of our students. To accomplish this we have several programs put in place.

- After "Meet the Teacher" we conducted a Blackboard Voice (phone survey) about parents perception of programs at Haltom Middle School
- Our biggest is our Advisory where students learn the district CORE values as well as our Tiger values (Tenacity, Integrity, Graciousness, Effort, Resiliency and Service to Others). Classes have at least one service project they perform, with some classes choosing multiple service projects throughout the year (making cards for nursing home residents, making and placing wreaths on veterans graves, collecting for the needy, etc.)
- We have Student of Month where staff members nominate students they have seen exhibiting that month's traits. These students (5 per grade level) get to have a pizza lunch with the Principal where she is able to assess the culture and climate of the student body.
- We want each of our students to have a sense of belonging so the staff provides various clubs for students to join. Whether it is a club of one or a club of 20, our goal is to have every student involved in some way so they can feel a connection to school.
- To embrace the culture of the majority of our students we host Hispanic Heritage night. Students perform folkloric dance, serve various samples of food and the theatre department performs.
- Providing our parents/guardians an opportunity to be a part of their child's educational experience as a middle schooler, we extend an invite to our annual Walk in My Shoes day where they spend the day being a student along with their child. Its success shows in the continued increase in parental/guardianship participation each year.
- Administrators, as well as teachers, make home visits to encourage regular attendance.
- We have Walk in My Shoes day where parents come and attend classes with our studnets
- All of our 6th grade students go visit a college campus

Perceptions Strengths

Haltom Middle is known as a positive learning environment where parents want their children to be. We have students within our district, as well as out of district, on administrative transfer.

After conducting the Blackboard voice survey, 90% thought our programs were beneficial, 90% believed that No Excuses University would benefit their child, 93% agreed with Growth Mindset strategies, and 93% agreed with our Tiger Common Language.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- STEM/STEAM data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data

Parent/Community Data

- Parent Involvement Rate

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 between the beginning and end of year.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Lexile Levels as determined by Star360 Screeners
Renaissance STAR Assessments (grades 6-8, reading and mathematics) TEA Interims reading/ELA and mathematics

Summative Evaluation: None

<p>Strategy 1: Continue to refine and implement systemic approach to embed literacy instruction in all content areas</p> <p>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.</p> <p>Staff Responsible for Monitoring: Tim Drysdale, Principal Tracy Cox, Brian Allen, John De Leon , Asst. Principal Derek Andersen , Literacy Coach Ashley Zamora - Sebesta, Academic Coach Heather Tysor, Dept. Head</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Pay teachers for targeted tutoring outside of school day - 211 - Title I - \$13,348, Literacy Coach - 211 - Title I - \$73,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: 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.</p> <p>Staff Responsible for Monitoring: Tim Drysdale, Principal Tracy Cox, Brian Allen, John De Leon , Asst. Principal Derek Andersen , Literacy Coach Ashley Zamora - Sebesta, Academic Coach Heather Tysor, Dept. Head</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 Accomplished		
 Continue/Modify		 Discontinue		

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: Close achievement gaps that exist for all under-performing groups as measured by state and district assessments.





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR, PBMAS, and district CBA assessments.

Summative Evaluation: None

<p>Strategy 1: Develop a campus framework that builds strong, equitable, and responsive learning environments to close learning gaps and create learning opportunities for all students, including those served through special education, English Language Learner, and dyslexia programs</p> <p>Actions: A) Make student-centered recommendations for a coordinated plan to close learning gaps and create learning opportunities for historically under performing student groups. B) Targeted intervention and small group instruction provided to assist all students in reaching higher academic levels as measured by the STAAR test. C) Select science teachers will attend staff development at CAST to strengthen instructional strategies in the classroom. D) Continue with our campus wide writing initiative in which students will use close reading strategies to read an article related to their content course and/or elective. Students will then analyze the article based on the prompt and compose an essay citing evidence to support their thesis and topic statements. E.) Core teachers will participate in a book study, NEU: How Six Exceptional Systems are Revolutionizing Our Schools.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Literacy Coach Department Head</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy</p> <p>Funding Sources: Kagan Training - 211 - Title I - \$5,300, Transportation to Haltom High School for 8th grade - 211 - Title I - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Support implementation of Tier 1 priorities within each content area</p> <p>Actions: A) Provide scripted walkthrough feedback to teachers with actionable feedback relative to Tier I priority implementation. B) Utilize screener data to evaluate Tier I instruction. C) Student data folders will be utilized by all core content teachers as a Continuous Improvement tool to allow students and teachers an avenue to track student progress and set goals for higher academic achievement. D) Double block students who are taking on-level math to increase student learning. E) SIOP training for selected core content teachers throughout the school year to increase learning for ELL students. F) Implementation of SIOP strategies by all core content teachers in classrooms. G) District and campus co-teach training for special education and general education teachers. H) Staff will utilize the Rigor and Relevance Framework to ensure that lessons are at the cognitive level of the standards. I) In order to support tier 1 instruction and our flipped learning objective, we will purchase, train, and implement edpuzzle pro in classrooms for instruction of all tiers.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Literacy Coach Department Head</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress		 Accomplished		
		 Continue/Modify		
		 Discontinue		





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 dispositions indicative of high levels of social-emotional development.

Targeted or ESF High Priority

Evaluation Data Sources: District-administered survey of student perceptions
Campus administered survey

Summative Evaluation: None

<p>Strategy 1: CSF 1, CSF 5, CSF 6, CSF 7 1) Continue advisory framework that provides students with opportunities to grow, socially and emotionally through strategically designed advisory lessons. Actions: A) Create advisory lessons around what students are dealing with throughout their social/emotional development using the Character Strong curriculum. B) Gender only advisory classes will be utilized to afford students a safer opportunity to share with their peers. Staff Responsible for Monitoring: Principal Student Assistance Counselor Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide resources (English and Spanish versions) to students and families that will help with middle school transition, classroom success, social and emotional health at school and home, setting goals and making choices, and planning for the future Actions: A) Email a peachjar flyer to parents notifying them about the availability of this information in the main office. B) Send out monthly "Tiger Telegram" newsletters to families. The newsletter will inform/promote programs and events occurring at HMS (student & staff highlights, technology tips/safety tips, community events, College/University spotlight, parenting tips, homework support, etc.). Staff Responsible for Monitoring: Principal Assistant Principal Academic Coach Student Assistance Counselor Title I Schoolwide Elements: 2.5, 2.6, 3.2 Funding Sources: - 211 - Title I - \$1,009.23</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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: Meet or exceed the State expectations for Meets and Masters Levels in all tested areas.

Evaluation Data Sources: STAAR Results

Summative Evaluation: None

<p>Strategy 1: Develop and implement a plan to increase the amount and quality of instruction to students on all tiers.</p> <p>Actions: A) Provide targeted tutorials for students whose goals are Masters level. B) Align Pre-AP student tasks with expectations of AP courses to better prepare students for success on AP exams. C) Build teacher capacity to deliver rigorous and engaging high-level instruction using the LMS, Canvas. D) Send selected teachers to Advanced Placement training to increase their knowledge and increase the rigor in their instruction and in their formative and summative assessments. E) Incorporate additional student-driven technology utilization in meaningful, relevant situations during classroom instruction using Canvas for our face-to-face students and also our online students. F) Students will keep individual data folders in each core subject to track progress and student achievement</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Guidance Counselor Academic Coach Literacy Coach Dept. Head Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Funding for Pear Deck subscription - 211 - Title I - \$1,460, Funding to purchase Smart Board - 211 - Title I, Intervention & Class Size Reduction Personnel - 211 - Title I - \$263,183.77</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Develop and implement an articulated plan to ensure that students at-risk of not graduating remain in school, including those served through special education, dyslexia, and pregnancy-related services.</p> <p>Actions: A) Provide strategic, appropriate, RtI structure to ensure that every child is provided the additional time and support needed to learn at high levels within a responsive learning environment. B) Provide appropriate interventions for students in danger of not completing high school on the recommended or distinguished plan within four years.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Guidance Counselor Student Assistance Counselor Graduation Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





<p>Strategy 3: Provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities.</p> <p>Actions: A) Provide college and careers course to all eighth grade students B) Provide college and career awareness to all students through advisory lessons C) Provide opportunities for student to apply the portrait of a graduate profile to college and career preparation. D)Use the PSAT 8/9 interest and aptitude assessment to identify talents for development of graduation plans.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal Guidance Counselor Academic Coach Literacy Coach</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Enlist community and business partners to assist in providing support to students and families who are in need</p> <p>Actions: A) Collaborate with PTA and ASPIRE to schedule and host school-wide virtual 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</p> <p>Staff Responsible for Monitoring: Principal ASPIRE Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Title I Family Engagement - 211 - Title I - \$3,652</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: The system will 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

Evaluation Data Sources: Improved student retention, recruitment, and days in attendance

Summative Evaluation: None





<p>Strategy 1: Develop and implement a campus-wide program to increase student and staff attendance.</p> <p>Actions: A) Continue implementation of Tiger Power Card program to reward students with 98% or better attendance, maintain an exemplary GPA and have no office referrals. Students will receive privileges associated with the card for 6 weeks at a time. B) Certificates for perfect attendance each 6 weeks presented during lunch. C) Students who have perfect attendance will be recognized at the end of the 1st semester at honor roll ceremony and will receive a certificate, Tiger lanyard and free ice cream coupon from Sonic. (D) Students will have grade level competitions based on highest attendance being recognized and rewarded every six weeks. Attendance tracking is displayed in the case in front hall with each grade levels' attendance for the six weeks. E) Use district to campus money to purchase incentive prizes for students who achieve 98% or better in terms of attendance. F) Improve from 96.3% to 97.3% in student attendance using the actions described above.</p> <p>Staff Responsible for Monitoring: Principal Guidance Counselor Assistant Principal Department Head</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Use continuous improvement to identify and improve operations and outcomes in every department and campus

Evaluation Data Sources: Campus survey data, use of PDSA

Summative Evaluation: None





<p>Strategy 1: Implement a system of continuous improvement for the classroom</p> <p>Actions: A) Continue implementation of coordinated plan for training teachers on classroom continuous improvement (August staff development and ongoing professional development) B) Each teacher will create and post an annual SMART goal. C) Each teacher will create SMART goal for each summative exam and follow the PDSA process with each class. D) Evaluate formative assessments using a system of process points for students and teachers to track progress towards mastery. E) Utilize a six weeks timeline and rubric to monitor implementation of Continuous Improvement in the classroom</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Literacy Coach Academic Coach Department Head</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: HMS will incorporate the 6 Exceptional systems of a No Excuses University Campus

Evaluation Data Sources: Accreditation approval from the National NEU board.

Summative Evaluation: None

<p>Strategy 1: Implementation of 6 Exceptional systems with fidelity.</p> <p>Actions: A) Staff members will participate in a book study using the NEU book explaining the 6 systems. Each system will be introduced each six weeks. 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) Students and parents will receive a College readiness report card 3 times a year (BOY,MOY, EOY) D) Teachers will log onto NEU connect 2/month for lesson planning ideas E) Upload one stellar lesson to NEU connect by January 28, 2021 F) The Campus Leadership Team will create a "HMS Play Book" that defines and describes the six systems as detailed in the NEU book.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: NEU Conference Registration - 211 - Title I - \$1,150, NEU Leadership - 211 - Title I - \$2,100</p>	Reviews			
	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: Increase the percentage of students and staff who report feeling safe at school.

Evaluation Data Sources: Campus Safety Survey

Summative Evaluation: None

<p>Strategy 1: Collect perception data from students, staff, and parents to identify strategies to improve campus safety.</p> <p>Actions: A) Communicate results of 2019-2020 safety survey to all faculty/staff B) Create and administer safety surveys for students in advisory classes and identify areas in need of improvement. Based on the data gathered, develop and implement strategies to address areas of need E) Schedule and monitor monthly safety drills during the school year</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	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 2: Reduce the number of accidents resulting in workers' compensation claims by 10% over the previous year and reduce the number of work days lost each year due to accidents occurring on the job by 10%.


Evaluation Data Sources: Quarterly review of workers' compensation program


Summative Evaluation: None

<p>Strategy 1: Develop and implement a campus-wide safety program</p> <p>Actions: A) Safety video provided by the district viewed by all staff at faculty meeting. B) Provide training for campus staff in order to develop purposeful language, actions and routines to model the expected safety procedures. C) Review policy regarding the use of extension cords and appliances in the classrooms BOY faculty meeting. D) Create and administer safety surveys for campus personnel E) Continue to monitor the implementation of safety procedures</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Personnel for Haltom Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Erica Roosa	I Lab EA	Math Intervention EA	1.0
Josey Arrendondo	ELL aide	ELL	1.0
Kristen Johnson	Teacher	Reading Interventionist	1.0
Marta Benavides	Teacher	ELL	1.0
Melanie Shelton	Teacher	Reading Interventionist	1.0
Pamela Starling	Teacher	Math Interventionist	1.0
Rebecca Belardi	Education Aide	Reading Interventionist EA	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in July 2020

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Leadership Team consisting of:

Tim Drysdale, Tracy Cox, Brian Allen, John De Leon, Edith Torres, Veronica Schilowsky, Azachary Mills, Heather Tysor, Morgan Nelson, Jeremiah Pena

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated on 9/17/2020.

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 district website in English and other languages as practicable. It is also printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Not all students learning remotely are engaging with their school work and interacting with their teacher. Processes and procedures will be developed in order to increase engagement. 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
- 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

We have established a well structured RTI system as a way to monitor every child. Our At-risk student population is monitored formally during grade level RTI meetings.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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 2020-21:

- August Refresh Back to School Event (Friday 9:00-1:00) at WG Thomas Coliseum
- October Title I Meeting (Thursday/Friday) on campus
- 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

The Parent and Family Engagement Plan was developed through the input and involvement of the following:

Parents:

Maria Johnson

Tamara Favors

Melinda Brown

Wayne Moody

Administrators:

Tim Drysdale, Principal

Tracy Cox, Assistant Principal

Parents:

Maria Johnson

Tamara Favors

Melinda Brown

Wayne Moody

Other Campus and District Staff:

Ashley Zamora, Academic Coach

Diana Garcia, Parent Liaison

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 by request in the campus front office.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Meeting: October 5, 2020

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Tidwell	EA	Intervention	1.0
Derek Andersen	Teacher	Literacy Coach	1.0
Diana Garcia	Parent Liaison	Parent Involvement	1
Jeffrey Chavez	ELAR	Math	1.0
Natalie Carpenter	Teacher	English	1.0

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pay teachers for targeted tutoring outside of school day		\$13,348.00
1	1	1	Literacy Coach		\$73,000.00
1	2	1	Kagan Training		\$5,300.00
1	2	1	Transportation to Haltom High School for 8th grade		\$1,000.00
1	3	2			\$1,009.23
1	4	1	Funding for Pear Deck subscription		\$1,460.00
1	4	1	Funding to purchase Smart Board		\$0.00
1	4	1	Intervention & Class Size Reduction Personnel		\$263,183.77
1	4	4	Title I Family Engagement		\$3,652.00
2	3	1	NEU Conference Registration		\$1,150.00
2	3	1	NEU Leadership		\$2,100.00
Sub-Total					\$365,203.00
Budgeted Fund Source Amount					\$365,203.00
+/- Difference					\$0.00
Grand Total					\$365,203.00

Addendums

Haltom Middle School
Title I, Part A – Parent and Family Engagement Policy

Statement of Purpose

The purpose of the Haltom Middle School (“HMS”) Parent and Family Engagement Policy is to promote a highly effective working partnership among families and staff. Haltom Middle School has adopted this policy to ensure that we provide parents and families with substantial and meaningful opportunities to participate as equal partners in the education of their children. Additionally, as per Section 1116 of Public Law 114-95, Birdville Independent School District will support its campuses in their efforts to build capacities of the HMS staff, as well as the capacities of parents, families, and community members, to work together as equal partners to succeed in improving achievement for all students.

The original policy was drafted by HMS staff and representative parents. It was made available to all parents for further review and comment and finalized with consideration of additional input from parents. Each year, the policy content and opportunities for parent involvement is evaluated and revised as needed.

Annual Meeting

The campus will hold an annual parent meeting to inform parents of the school’s participation in Title I, Part A, to explain the requirements associated with Title I funding, and the right of parents to be involved. Translation equipment will be available. All parents are invited and encouraged to attend. The school will also offer a flexible number of meetings throughout the year and may provide services to encourage parental involvement.

Policy Evaluation

Each spring, HMS will engage parents in reviewing the content and effectiveness of their family engagement policies and programs. Evaluation information will be collected through parent surveys that gauge levels of family engagement while identifying barriers to parent participation. Based on this input and through a collaborative consultation process, HMS will review the existing family engagement policy and make revisions as necessary.

Additionally, parent representatives will be involved in planning, review, and revision of the campus improvement plan each year. If the campus improvement plan is not satisfactory to parents, the campus will submit any parent comments on the plan to the district.

Parent Involvement and Communication

Parents and families will be provided timely information about campus family engagement programs through a variety of means, including event postings at the front of the school and on

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the outside marquee, as well as email flyers. Information will be provided in a language that parents can understand, to the extent practicable.

Parents and families will receive a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and student achievement levels on the challenging State academic standards.

Parents and families may request regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. The campus will respond to any such suggestions as soon as practicably possible.

Building Capacity for Parent-Student Partnerships

The campus will provide support for parent involvement in the following ways:

- Promote regular, two way communication between home and school in a language that parents can understand, to the extent practicable
- Involve parents in policy making, and planning, implementing and evaluating the Title I program through the Site Based Decision-Making Committee (SBDM)
- Assist parents in understanding topics such as the state standards, state and local assessments, ways to monitor a child's progress, and ways to work with educators to improve achievement
- Design training, in cooperation with parents, to build staff's capacity to communicate with parents, to value parent contribution, and to reach out to parents
- Utilize the Family/School Compact to outline responsibilities of the student, school, and family

**2018-2019 Highly Qualified Recruitment and Retention
Plan Campus: Haltom Middle School**

Campus Goal: All students will be taught by highly qualified teachers and assisted by highly qualified paraprofessionals.

Campus Objectives:

- 1) 100% of core area teachers will be highly qualified**
- 2) 100% of instructional paraprofessionals will be highly qualified**
- 3) 100% of teachers will receive high-quality professional development**

School-wide Component	Strategic Action	Target Population	Responsible Staff (Position)	Resources (Funds/Professional Learning/Materials)	Monitoring (Formative)	Results (Summative)
3	1.Communicate with Human Resources staff regarding highly qualified status of all teachers to ensure that all classes are taught by highly qualified staff	All staff	Principal Human Resources Director & Coordinators	Local funds	Personnel files Teacher interviews Review of applications	Personnel files for current year teachers Principal Attestations 100% of teachers and paraprofessionals are highly qualified
3, 4	2. Assist teachers in maintaining or attaining certifications and endorsements and completing required technology and/or GT hours	All teachers	Principal Designated teachers C & I Staff Technology staff	Local funds Title III funds	Schedule of professional learning opportunities Number of teachers attaining certifications and endorsements	Expenditure reports for Stipends Certifications of completion of training Eduphoria Workshop files

**2018-2019 Highly Qualified Recruitment and Retention
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3	3. Communicate with Human Resources staff regarding highly qualified status of all instructional paraprofessionals	All instructional paraprofessionals	Principal Human Resources Director & Coordinators	Local funds	Personnel files Paraprofessional applications	Personnel files Principal attestations
3, 5	4. Provide strategies to attract highly qualified teachers including participating in district recruiting activities	All Teachers	Principal Human Resources Director & Coordinators	Local funds	Teacher interviews Number of recruitment activities Number of applicants interviewed for open positions	Schedule of district recruitment activities Information regarding campus incentives for staff 100% of teachers are highly qualified
3	5. Participate in and monitor effective teacher mentoring system in order to retain highly qualified staff	First-year teachers	Principal First year teachers Mentor Coaches	Local funds Title I funds	List of first-year teachers Schedule of mentor activities	Personnel files Mentor training modules All first-year teachers are provided a mentor

**2018-2019 Highly Qualified Recruitment and Retention
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4	6. Ensure that teachers receive high-quality professional development at the campus and the district level	All teachers	Principal Director of Curriculum & Instruction	Local funds Title I-A funds Title III funds	Schedule of professional learning opportunities	Eduphoria Workshop Records Agendas of campus professional learning sessions Documentation of conferences attended
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Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Reform Strategies
3. HQ Staff
4. Professional Development
5. Attract HQ Staff

6. Parental Involvement
7. Transition
8. Teachers Inv. In Assessments
9. Mastery
10. Coordinate Programs

The Profile of a Haltom Middle School Student 2020-2021 Family & School Compact

The students of Haltom Middle School are special and as such, they conduct themselves to a high degree of citizenship by doing the following:

Focused on being a responsible citizen

1. Works to achieve a positive relationship with the teacher
2. Properly greets adults including a handshake when appropriate
3. After eating in the cafeteria or elsewhere, they are responsible for their trash
4. Is **responsible** by being organized and has the required materials for class
5. Listens and follows the teacher's rules and directions of the classroom
6. Has good attendance and is punctual
7. Uses positive verbal behaviors such as saying "please, excuse me, thank you, yes, no sir, no ma'am"
8. Respects others property and personal space
9. Makes eye contact during conversations
10. Manages work area by cleaning up after himself or herself when changing tasks
11. Finds positive things to share instead of pointing out only negatives
12. Reports bullying immediately to the nearest adult

Focused on building positive relationships

13. When new students arrive on campus, this student takes time to include them
14. Demonstrates good character by behaving even when no one is watching
15. Is **kind** when helping those in need and stands up for those who need a friend 3
16. Celebrates the success of self and others
17. Knows when and how to include and **accept** others
18. Can communicate effectively with clarity and ease 1
19. Recognizes and shows appreciation for others 1
20. Shows enthusiasm and is intrinsically motivated 1
21. No matter the circumstances, they are always **honest** 2,3
22. Understands that being part of a community has its benefits and responsibilities
23. Demonstrates respect by being **empathetic** of others 1, 3
24. Participates in respectful discussion with others 1

Focused on being a model student

25. Is proud of their work displayed in the hallways and classrooms
26. Allows others to speak without interruption
27. Asks and answers questions to deepen their understanding 1
28. Sets realistic goals and uses strategies to help achieve these
29. Understands that effort will improve his/her future 1
30. Gives and seeks input from others 1
31. Searches for understanding by investigating different points of view 1
32. Evaluates information and its sources critically 1
33. Locates, uses and synthesizes information found using technology 1
34. Is **courageous** and resilient after experiencing failure 1,3
35. Takes on new challenges 1
36. Works independently with focus 1

Let this document serve as a compact between the school and the student/family. This communicates what the HMS community expects from the students who attend our school.

The Profile of a Haltom Middle School Student 2020-2021 Family & School Compact

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