

Birdville Independent School District

Haltom Middle School

2015-2016 Performance Objectives with Needs Assessment



Mission Statement

Each day we will create an atmosphere where students engage in meaningful experiences that ignite a passion for learning by utilizing formative and summative assessments. We will ensure this by fostering a community where all students feel safe, valued, and respected.

TIGERS Value:

Tenacity

Integrity

Graciousness

Effort

Resiliency

Service to Others

Performance Objectives

Goal 1: Students will exceed state and national standards in all subject areas.

Performance Objective 1: Seventy percent of students will meet the passing standard set by the state of Texas in math on the STAAR exam.

Summative Evaluation: 2015 and 2016 STAAR performance in Mathematics.

Performance Objective 2: The average (mean) scale score will increase by 10% on the Reading and Writing STAAR.

Summative Evaluation: 2015 and 2016 STAAR performance in ELAR.

Performance Objective 3: Seventy five percent of all social studies students will be successful on the STAAR exam 2016.

Summative Evaluation: 2015 and 2016 STAAR performance in Social Studies.

Performance Objective 4: Seventy six percent of all 8th grade science students will be successful on the STAAR exam.

Summative Evaluation: 2015 and 2016 STAAR performance in Science.

Goal 2: All classrooms and schools will be safe, secure and nurturing places for students, staff and parents.

Performance Objective 1: Ninety-five percent of staff and students will report that classrooms and schools are safe, secure, and nurturing places for increased learning and productivity.

Summative Evaluation: Student and Staff Survey

Performance Objective 2: Increase parent involvement within the campus.

Summative Evaluation: Attendance Report

Goal 3: Staff will implement systemic and systematic improvement practices in all departments and on all campuses.

Performance Objective 1: 100% percent of all methods/actions delineated in the district and campus plans will be completed.

Summative Evaluation: RTI report

Goal 4: All students will achieve their full potential by taking ownership of their learning and setting high academic goals.

Performance Objective 1: 100% of all students will have a data folder in all of their core subjects.

Summative Evaluation: Teachers will turn in spreadsheet of folders.

Goal 5: All students and staff will demonstrate personal responsibility and integrity reflective of noble character by using their unique gifts and talents as productive members of the global community.

Performance Objective 1: 90% of all stakeholders will report that they have exhibited integrity and used their talents for overall well-being of our society.

Summative Evaluation: Student and Staff survey

Goal 6: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Students and staff will feel safe and that their needs are met at HMS.

Summative Evaluation: Student and staff survey

Goal 7: All levels of the organization will systematically improve performance by increasing efficiency and effectiveness of operations.

Performance Objective 1: Campus administration will improve the communication in the daily operations of the school by ensuring that 95% of all activities have advanced notice and all staff are notified in timely manner.

Summative Evaluation: Staff survey

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 886 students with 85% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 3%, American Indian-1%, Asian-7%, Hispanic-70%, White-19%. Additionally, HMS has the following special population groups: Gifted and Talented 8%, Special Education 11%, ESL Students 28% (4% Newcomers), Mobility Rate 16%. 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. Haltom staff values collaboration and effective professional learning communities (PLC's). 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 2015-2016 school year.

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 student's experiences our staff is able to draw from a variety of life lessons which enhances the learning platform.

Demographics Needs

In order to facilitate the campus vision of global learners, more technology is needed for students to expand learning beyond the campus walls. HMS has a large English Second Language population which causes unique challenges for staff. Additionally, the large percentage of families who qualify for free-reduced lunch creates a need for many special programs.

Student Achievement

Student Achievement Summary

The Haltom Middle School Band placed 10th in the entire of state of Texas in the 2015 school year. Many students receive 1st-3rd place awards in the district art show, and one student also won the silver medal in visual arts. Currently, HMS has a student that won a cash prize for her work and it is displayed downtown. In addition to celebrations, HMS has some improvements to be made by the way of the state test. Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- ELL students, Science- Special Education and ELL students, Social Studies- All students, Hispanic , ELL, Special Education, and Economically Disadvantage students.

Student Achievement Strengths

State Academic Distinction Designations: *Campus distinction designations are based on campus performance in relation to a comparison group of campuses. Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on the following characteristics: campus type, campus size, percent economically disadvantaged students, mobility rates (based on cumulative attendance), and percent of students with limited English proficiency.*

- Academic Achievement in Reading

Fine Arts:

- Placed #10 in state in Band
- 27 students made the All–Birdville/All Region Band (#1 in Region AND #1 out of all BISSD middle schools)
- 16 straight years making UIL sweepstakes in Band
- Theatre Department musical
- Over 75% of our art students who participated in the highly-competitive *District Art Show* received 1st, 2nd and 3rd place awards.
- 5 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.
- One eighth grade student's work was displayed and recognized at the *Texas Art Education Association's* yearly conference. That same student one first place (cash prize) in *Fort Worth's Safe Haven Art Show*. Her work is displayed in a business downtown.

Student Achievement Needs

Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- All students, Hispanic, White, Economically Disadvantaged, ELL students, Science- ELL students, Social Studies- All students, Hispanic , White, Economically Disadvantage, and ELL students.

These areas will be identified and targeted through the campus plan. We have much ground to gain in order to meet state expectations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Haltom's focus for the year will be on the quality of work and assessments provided to our students. 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

- o 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. Finally, teacher surveys are given routinely to assess the climate of the staff.

Staff Quality, Recruitment, and Retention Strengths

Mentoring new and experienced teachers is an on-going process at Haltom which fosters a sense of community and PLC. The opportunity for anonymous feedback to the administration ensures that staff voices are heard and valued at HMS.

Staff Quality, Recruitment, and Retention Needs

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.

Technology

Technology Summary

Chrome-books and designated classrooms will be used for enhanced instruction and intervention practices.

Technology Needs

Because of the large numbers of Tier II and Tier III coupled with the number of economically disadvantaged students our campus needs greater access to Compass Learning