

Wichita Falls Independent School District
Hirschi Middle School
2024-2025 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment 3

 Demographics 3

 Student Learning 5

 School Processes & Programs 7

 Perceptions 9

Priority Problem Statements 10

Comprehensive Needs Assessment Data Documentation 11

Goals 13

 Goal 1: Recruit, retain, and support teachers and principals. 13

 Goal 2: Build a foundation of literacy and numeracy. 17

 Goal 3: Connect high school to career and college 25

 Goal 4: Improving low performing schools. 30

State Compensatory 37

 Budget for Hirschi Middle School 37

 Personnel for Hirschi Middle School 37

Title I Personnel 38

Campus Funding Summary 39

Comprehensive Needs Assessment

Revised/Approved: July 29, 2024

Demographics

Demographics Summary

HMS is made up of students ranging from 6th - 8th grade located at 3106 Borton St, Wichita Falls, Texas. The data pulled for this report is from the TAPR 22-23. Once the data for 23-24 is available it will be updated to Hirschi MS. The campus for Kirby MS was closed at the end of the school year 23-24. The campus was moved to Hirschi MS to start for 24-25. HMS is located at 3106 Borton, Wichita Falls, Texas 76306.

HMS is generally a neighborhood school with a large attendance zone. Hirschi Middle School will feed into Legacy High school. HMS has five feeder elementary schools (Booker T., Burgess, Southern Hills, Sheppard, and Scotland Park), and receives a handful of transfer students from other parts of the district and out of the district.

Below is the demographic data for students and staff (TAPR 22-23)

Demographics 22-23 Data TAPR			
Student info		Staff information	
African American	33%	African American	15%
Hispanic	40%	Hispanic	11%
White	21%	White	70%
American Indian	0.4%	American Indian	0%
Asian	0.4%	Asian	0%
Pacific Islander	20%	Pacific Islander	0%
Two +	6%	Two +	4%
		Males	35%
Eco dis	91%	Females	65%
504	16%		
EB (ESL)	14%		
Dyslexia	12%		
Military	3%		
At-Risk	73%		
Disabilities	20%		

Demographics Strengths

Rich school culture with a lengthy heritage of which we are proud and highlight to the parents and community.

When needs of students are determined, the community supports outreach programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hirschi has a high economically disadvantaged population and large at-risk population (91%).

Root Cause: All of Hirschi feeder schools have a high economically disadvantaged population and large at-risk population.

Student Learning

Student Learning Summary

Hirschi MS has had a significant percentage of students who are not meeting grade level standards in core subjects. Assessment scores are down from the previous shcool years. Variability in teaching methods, lesson planning, classroom management, and the staff turnover rate are contributing factors to the decline in academic performance. There is a lack of access to support staff for allowing teacher training during the school day/year. There are insufficient interventions being provided from the lack of resources and time.

IXL will be used during Husky Hour to address gaps. Map NWEA testing will used one more year due to TIA requirements. TIL (Texas Instructional Leadership) framework will be utilized to focus teacher coaching on instructional strategies in the classroom. The focus area will be observations and feedback with support provided from ESC 9.

STAAR Data	(approaches data - passing %)				
6th	Math	Reading			
2022	48%	39%			
2023	54%	65%			
2024	40%	46%			
7th	Math	Reading			
2022	35%	57%			
2023	33%	48%			
2024	31%	52%			
8th	Math	Reading	Science	History	Alg
2022	50%	63%	55%	40%	100%
2023	65%	65%	62%	32%	100%
2024	39%	55%	35%	24%	
Note: Data pulled from texasassessment.gov					

Student Learning Strengths

This coming school year, hiring practices focused on recruiting experienced and strong teachers.

Counselor failure meetings, placement changes, changes in retaining students, grades vs. test scores.

Celebrating success and rewarding growth (HMS SWAG Store) and TOP Husky awards each six weeks.

After school tutoring.

Counselor generated incentives for increased scores and goals.

Student participation in extracurricular groups (cheer, chess, etc)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The teacher turnover rate at Hirschi has affected consistent instruction.

Root Cause: Increased responsibilities due to the fact that Hirschi is in Improvement Required, as well as an increase in student behavior problems.

Problem Statement 2 (Prioritized): There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps.

Root Cause: There is inconsistent targeted instruction during the school day in classes.

Problem Statement 3 (Prioritized): Students continue to perform below grade level in all subject areas.

Root Cause: Students come to Hirschi with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.

School Processes & Programs

School Processes & Programs Summary

Curricular: Advanced classes, TEKS Resource System coupled with the district-developed curriculum.

Personnel: recruitment programs, attendance at job fairs, mentoring programs, staff development in & out of the district, curriculum & instruction specialist,

Organizational: HRS (High-Reliability Schools), CKH (Capturing Kids Hearts), NASOT (New Art and Science of Teaching), Get Better Faster Scope and Sequence, Student of the Month, Student Council, CIS (Communities in Schools), Chess Club, Robotics, After-school clubs, One Act Play, Choir, Cheerleader & PepSquad, PALS, Young Men's Club, FCA, Road to College, Hound Hour Clubs, National Junior Honor Society, STEAM 4.0, and Athletics.

School Processes & Programs Strengths

New Teacher mentoring program (campus based). New teachers are also attending training provided through Region 9.

Teachers who are adequately trained in Google operating systems

Trained staff in the NASOT.

Fidelity checks for programs that are implemented.

Instructional Rounds

CIL

TIL (Texas Instructional Leadership) - Admin team - facilitates quick obs/feedback to teachers

On campus at at-risk coordinator to target students/families who need more critical support.

Structured pull-out tutoring to address skill performance during Husky Time (3rd period).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Instructional technology capacity for administrators, faculty, and staff to help with classroom technology integration campus-wide needs to continue to be increased.

Root Cause: Lack of availability of technology and training for content-specific areas and content-specific strategies.

Problem Statement 2: Special programs are not aligned with the needs/desire of students, to provide a well-rounded education.

Root Cause: Lack of funding for additional electives, clubs, and additional fun activities to motivate students.

Problem Statement 3: Lack of accurate collection or recording of data for bullying, drug, violence, and suicide prevention.

Root Cause: Student mental health issues increasing in and out of school; confidentiality laws broken

Perceptions

Perceptions Summary

Parents are kept up to date on school events through- Parentsquare (new 24-25), Skyward, Social Media, parent newsletters, Parent Engagement Meetings, etc. Student, teacher, parent compact distributed & signed yearly. Parents are free to request meetings with school staff. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. Securly (monitoring in classroom by teacher) and Gaggles alerts to monitor students' online behavior. Teachers are vigilant in school safety efforts, before, during, and after school. Discipline is handled in accordance with the campus discipline management policy and push-in discipline system.

Perceptions Strengths

- Road to College
- Social Media
- Parentsquare
- Most announcements are communicated in English & Spanish
- Campus police officer is visible and supportive with a focus on positive student/officer interactions.
- High Spanish speaking staff members
- Parent Engagement Night
- FCA
- Starting a Student Council organization

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need for proactive behavior support and discipline management in all classrooms.

Root Cause: Student behavior is interfering with academic learning so students are missing Tier 1 instruction.

Problem Statement 2 (Prioritized): Lack of parent involvement.

Root Cause: Many parents do not participate in school activities due to lack of flexible schedules, transportation or technology.

Priority Problem Statements

Problem Statement 1: There is a need for targeted instruction for various student groups during the school day in order to close the achievement gaps.

Root Cause 1: There is inconsistent targeted instruction during the school day in classes.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students continue to perform below grade level in all subject areas.

Root Cause 2: Students come to Hirschi with many academic gaps and teachers need monitoring, consistent feedback, and training in implementing interventions and best practices to close the gaps and get kids to grade-level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Instructional technology capacity for administrators, faculty, and staff to help with classroom technology integration campus-wide needs to continue to be increased.

Root Cause 3: Lack of availability of technology and training for content-specific areas and content-specific strategies.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of parent involvement.

Root Cause 4: Many parents do not participate in school activities due to lack of flexible schedules, transportation or technology.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Hirschi has a high economically disadvantaged population and large at-risk population (91%).

Root Cause 5: All of Hirschi feeder schools have a high economically disadvantaged population and large at-risk population.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The teacher turnover rate at Hirschi has affected consistent instruction.

Root Cause 6: Increased responsibilities due to the fact that Hirschi is in Improvement Required, as well as an increase in student behavior problems.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Reduce the number of teachers requesting transfers to other WFISD schools by 30%.

Evaluation Data Sources: WFISD Human Resources Spring 2025 transfer list.

Strategy 1 Details	Formative Reviews		
Strategy 1: New Teacher Mentoring program where each new staff member to Hirschi will be provided with a peer mentor for a minimum of one year. All new staff to HMS this year will participate in a new teacher mentoring and coaching program with curriculum staff and Region 9. Strategy's Expected Result/Impact: Routine collaboration on best practices, research based strategies, classroom management, curriculum, technology integration, and high effective teaching strategies. Staff Responsible for Monitoring: Principal Assistant Principal School Improvement Specialist Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy Funding Sources: 211.E.11.6239.00.048.8.30.000 - Title 1 Part A, - General, Campus Instructional Leaders - Title 1 Part A	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Build time into daily schedule for Professional Learning Communities (PLC) for Math and Reading to meet as teams. Designated administrator and curriculum specialist coordinators will meet once a week for Science/History for PLC before/after school as determined by the department. Strategy's Expected Result/Impact: Data driven instruction. Staff Responsible for Monitoring: Campus Administration Curriculum Specialists Campus Instructional Leaders (CIL) School Improvement Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide teachers the opportunity to attend professional development workshops to help improve instructional techniques. It will be designed to support improving student achievement. Teachers will also participate in Instructional Rounds to observe instructional strategies within the school and district to help improve instructional practices. Teachers and administrators may take part in campus visits to other schools for instructional rounds. Strategy's Expected Result/Impact: Effective teaching strategies to improve academic performance. Staff Responsible for Monitoring: Principal Assistant Principals School Improvement Specialist Campus Instructional Leaders (CIL) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Campus Instructional Leaders - Title 1 Part A, Teacher Staff Development Travel - Title 1 Part A - 211 13 6411 00 048 3 30 000 - \$2,000	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: The WFISD School Instructional Dean will work with teachers and administrative team to improve instructional strategies. Strategy's Expected Result/Impact: Increase in scores on Unit Assessment, MAP testing, and 2025 STAAR tests. Staff Responsible for Monitoring: Principal Assistant Principals School Improvement Coordinator Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: School Imp. Specialist-75% - SCE, Kirby Imp. Specialist-25% - Title 1 Part A	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if the staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan. Strategy's Expected Result/Impact: The campus will meet all guidelines regarding the Highly Qualified status for teachers and paraprofessionals by the end of the 2024-2025 school year. Staff Responsible for Monitoring: Principal Title I: 2.5, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 6 Details	Formative Reviews		
Strategy 6: The campus will purchase technology such as instructional Chromebook stands, Chromebooks, licenses, web cameras, swivls, wireless keyboards and mice, microphone system, splitter cables, SMART Boards, iPevo pens, headphones, and chargers to help with routine collaboration on best practices, district, and campus policies and procedures, classroom management, curriculum, technology integration, staff involvement, etc., that result in highly effective teaching practices. Strategy's Expected Result/Impact: Have sufficient resources to train teachers and kids in using technology to improve learning and assessments. Staff Responsible for Monitoring: Administration Instructional Technology Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Online Services/ Maint. agreements - Title 1 Part A - 211 11 6248 00 048 3 30 000 - \$9,000	Formative		
	Nov	Feb	May
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Increase the percentage of students achieving Meets grade-level standard on STAAR Reading and Math by 10% in 2025.

High Priority

Evaluation Data Sources: STAAR, Unit Assessments, Interim Assessments, and MAP Testing Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher and Leadership teams will receive instructional strategy training through Region 9 and on site curriculum team. Teachers will create lesson plans, using the lesson plan format provided, based on data from previous STAAR scores and MAP data. Walkthrough visits will confirm improved instructional practice in each classroom. WFISD District Admin, Curriculum Team, and CILs will conduct weekly observations with feedback. Strategy's Expected Result/Impact: Teachers will be fully trained by the end of the first semester. Teachers will create data driven lessons that meet the needs of the students based on the TEKS. Assessment data will reflect a 10% improvement in scores as compared to 2023 and 2024 STAAR results across all student groups. Staff Responsible for Monitoring: Principal Assistant Principal School Improvement Specialist Certified Teaching Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will collaborate in PLC teams to share strategies and plan engaging, concept-based lesson plans that include instructional strategies as part of the learning experiences and teaching strategies. Strategy's Expected Result/Impact: Teachers will collaborate to plan engaging lessons to ensure improved instruction. Campus PLC structures will be standardized in order to ensure effective lesson planning and assessment development. Job embedded lesson plans that focus on student engagement and rigor will be developed by WFISD curriculum staff and implemented into classrooms. Teachers and staff will monitor growth base on MAP data, unit assessment, and interim assessment data. Staff Responsible for Monitoring: Principal Assistant Principal School Improvement Specialist WFISD Curriculum Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will implement the concepts learned in instructional training and include the strategies within the classroom. Lesson plans will reflect the use of the strategies. Walkthrough visits by campus administrators and WFISD Curriculum Team will ensure that instructional strategies concepts are implemented with fidelity. Campus administrators and WFISD Curriculum Team will provide intervention for teachers who are not implementing the strategies. Strategy's Expected Result/Impact: Unit assessment score results will reflect a 10 % improvement in STAAR scores as compared to similar TEKS. Staff Responsible for Monitoring: Principal Assistant Principal District Secondary Curriculum Specialist Campus Instructional Leaders (CIL) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools Funding Sources: - General, - Title 1 Part A	Formative		
	Nov	Feb	May
			

Strategy 4 Details		Formative Reviews		
Strategy 4: Progress monitoring, goal setting, and data analysis will be utilized during PLC meetings using previous STAAR results, Interim Assessments, Formative Assessments, Intervention period data, and MAP Test. Strategy's Expected Result/Impact: End of year STAAR results will improve by 10% as compared to previous year STAAR results for all students. Staff Responsible for Monitoring: Principal Assistant Principal School Improvement Specialist Teachers Campus Instructional Leaders (CIL) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy		Formative		
		Nov	Feb	May
				
Strategy 5 Details		Formative Reviews		
Strategy 5: Accelerated instruction will be offered to targeted students based on assessment data from weekly checks, unit assessments, MAP/STAAR data in previous years. Accelerated instruction will be delivered during Husky Time (3rd period) and before/after school tutoring. Tutorial buses will be provided to students on Monday, Tuesday, and Thursday of each week. Subs will be provided for teachers to have small group focused tutorials. Strategy's Expected Result/Impact: Increased scores on 2025 STAAR. Staff Responsible for Monitoring: Principal Assistant Principal School improvement Specialist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Hirschi Tutoring - Focus/Priority Funds - 211 11 6118 67 048 3 30 000, Tutor Bus - Focus/Priority Funds - 211 34 6294 67 048 3 30 000, Subs for Teacher Tutoring Small Groups - SCE - 211 11 6112 00 048 3 30 000		Formative		
		Nov	Feb	May
				

Strategy 6 Details	Formative Reviews		
Strategy 6: Purchase researched-based supplemental supplies and materials for reading, such as: library books, magazines, student readers, practice STAAR reading materials approved by curriculum specialist, dictionaries, bilingual dictionaries, vocabulary for success book, color overlays, etc... to increase the rigor for our students so that they will be able to master the STAAR test. Strategy's Expected Result/Impact: Provide various resources for teachers in order to use best-practice research based strategies. Staff Responsible for Monitoring: Principal Assistant Principals School Improvement Specialist Curriculum Specialists Campus Instructional Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Instructional Reading Materials - Focus/Priority Funds - 211 11 6329 00 048 0 30 000 - \$2,000, STAAR Test Booklets/ Testing and Study Materials - Title 1 Part A - 211 11 6339 00 048 3 30 000 - \$2,000	Formative		
	Nov	Feb	May
	N/A	N/A	
Strategy 7 Details	Formative Reviews		
Strategy 7: Title 1 and SEC will pay for teachers and paraprofessionals who will be scheduled in reading and math classes to help special education students by lowering the student to teacher ratio. Strategy's Expected Result/Impact: Increase achievement on STAAR and English Language acquisition. Staff Responsible for Monitoring: Principal School Improvement Specialist - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Salary and Benefits - Title 1 Part A - 211.E.11.6119.00.048.8.30.000, Salary and Benefits - SCE, Salary and Benefits - General	Formative		
	Nov	Feb	May
			

Strategy 8 Details	Formative Reviews		
Strategy 8: Texas English Language Proficiency Assessment (TELPAS) will be utilized to assess Limited English Proficient (LEP) students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success. Strategy's Expected Result/Impact: Increase achievement on STAAR and English Language acquisition. Staff Responsible for Monitoring: Principal School Improvement Specialist LPAC Coordinator ESL/ELL Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Purchase researched based supplemental supplies and materials, math notebooks and calculators for math. *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.. Strategy's Expected Result/Impact: Research based supplemental supplies and materials will aide teachers with preparing lessons that are rigorous and engaging while also meeting the needs of students in order to close the achievement gap. Staff Responsible for Monitoring: Principal Assistant Principals School Improvement Specialist District Curriculum Team Funding Sources: Instructional supplies - Title 1 Part A - 211 11 6399 00 048 4 30 000	Formative		
	Nov	Feb	May
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Increase the percentage of students meeting Meets grade-level standard on 8th-grade STAAR Science and History by 10% in 2025.

Evaluation Data Sources: STAAR, Unit Assessments, and Interim Assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher and Leadership teams will receive instructional strategies training WFISD Curriculum Team. Teachers will create lesson plans, using the lesson plan provided, based on data from the previous STARR scores and MAP data. Walkthrough visits will confirm improved instructional practice in each classroom. Region 9 support staff will visit new teachers to assist with implementation and provide feedback. Curriculum team will use the Texas Instructional Leadership (TIL) model when coaching teachers. Strategy's Expected Result/Impact: Teachers will implement instructional strategies. The unit assessment score results will reflect a 10% improvement in scores as compared to the first unit assessment data with each administration. Staff Responsible for Monitoring: Principal Instructional Dean School Improvement Specialists Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Progress monitoring, goal setting, and data analysis will be utilized during PLC meetings using , Formative Assessments, Map Test data, and Interim Assessments. Strategy's Expected Result/Impact: End of year STAAR results will improve by 10% as compared to the previous year STAAR results for all students. Staff Responsible for Monitoring: Principal Assistant Principal School improvement Specialist Teachers Campus Instructional Leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Tutorial buses will be provided to students on Monday, Tuesday, and Thursday of each week. Subs will be provided for teachers to have small group focused tutorials in the spring if needed. Strategy's Expected Result/Impact: Increased scores on 2025 STAAR 8th grade Science and History Staff Responsible for Monitoring: Principal Assistant Principals School Improvement Specialists CILs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Science and History materials needed for classroom instruction, including materials to help support reading instruction and comprehension in the classroom. Strategy's Expected Result/Impact: Increased scores on 2025 STAAR 8th grade science and history Staff Responsible for Monitoring: Principal Assistant Principal School Improvement Specialist CIL Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Instructional classroom supplies/materials - Title 1 Part A - 211 11 6399 00 048 3 30 000 - \$1,000	Formative		
	Nov	Feb	May
	N/A	N/A	
0% No Progress 100% Accomplished Continue/Modify Discontinue			

Goal 3: Connect high school to career and college

Performance Objective 1: 100% of students will be promoted to the next grade for the 2025 - 2026 school year.

Evaluation Data Sources: 2024-2025 Campus retention report

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will monitor students who are identified as at-risk of dropping out. Support for these students may be provided through counseling, mentoring, and accelerated instruction. Staff Responsible for Monitoring: Principal School Improvement Specialist At-Risk Coordinator Counselors Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: Salaries & Benefits - SCE - \$66,600, Salaries & Benefits - Title 1 Part A - \$103,400, Covid Aides - SCE - \$40,000	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Title 1 funds shall be utilized to establish or improve programs for education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs office monthly Staff Responsible for Monitoring: Principal Counselors Campus Social Worker College / Career Counselors - TEA Priorities: Connect high school to career and college Funding Sources: Social Worker - SCE	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Title funds shall be utilized to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Staff Responsible for Monitoring: Principal Counselors Campus Social Worker College / Career Counselors - TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility Staff Responsible for Monitoring: Principal Coaches - TEA Priorities: Improve low-performing schools Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Connect high school to career and college

Performance Objective 2: Increase school-wide activities that allow students to explore college and career opportunities from 2 to 3 opportunities by May 2025.

Evaluation Data Sources: Master Schedule, logs

Strategy 1 Details	Formative Reviews		
Strategy 1: During the 2024 - 2025 school year, 7th and 8th graders will be exploring career paths in Global Investigations and College/ Career Prep classes. 8th graders will visit the CEC and learn about the different courses and endorsements which are offered through the CEC. Strategy's Expected Result/Impact: Students with knowledge of opportunities available to them at the high school level will have less anxiety about transition and more motivation to get to high school and continuing education and/or career opportunities post secondary. Staff Responsible for Monitoring: Principal Counselors College / Career Counselor Title I: 2.6 - TEA Priorities: Connect high school to career and college	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: MSCCA will work with students to provide information and activities that connect them to an interest that can lead to a career path. Staff Responsible for Monitoring: Principal Assistant Principals MSCCA - TEA Priorities: Connect high school to career and college Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students enrolled in the tech apps classes will understand engineering and programming foundations. Staff Responsible for Monitoring: Principals Tech apps teacher College & Career Counselors - TEA Priorities: Connect high school to career and college Funding Sources: Supplies and Materials - General	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The Road to College program will come and mentor students of all grade levels. Staff Responsible for Monitoring: Principal Assistant Principal Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide supplies to accommodate students with hands-on learning, in areas such as Science, Technology, Engineering, Arts, and Math (STEAM), Texas Alliance for Minorities in Engineering (TAME), and makerspace activities that extend learning to a higher level. Strategy's Expected Result/Impact: There will be an increase of student participation in the various activities listed above. Staff Responsible for Monitoring: Principal School Improvement Specialist Technology teachers Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college	Formative		
	Nov	Feb	May
	N/A	N/A	

Strategy 6 Details	Formative Reviews		
Strategy 6: Counselors will attend training possibly including but not limited to, the Texas School Counselor Association Conference to learn more about different issues dealing with child and adolescent counseling, at-risk youth, multicultural and social justice issues, etc. CIS (Community in Schools) will provide a wide array of effective techniques and programs to enhance working with the challenges found in today's school settings and to gain new strategies and tools to empower children, parents, and school personnel. Strategy's Expected Result/Impact: Counselors and CIS will be educated about the most updated information concerning Social Emotional issues that our demographics may face. Staff Responsible for Monitoring: Principal Counselors CIS Title I: 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improving low performing schools.

Performance Objective 1: Increase the number of school-provided family involvement activities from 5 times a year to 6 or more for 2024-2025.

Evaluation Data Sources: Agenda, sign-in, minutes, and surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents will be invited to a variety of forums so that they can share ideas and concerns and help propose solutions for concerns and implementation processes for ideas. Title 1 funds shall be utilized to provide materials needed to help in family engagement for the parent to be better able to help their students at home. Materials such as, but not limited to copy paper, for printing materials, etc. Strategy's Expected Result/Impact: Coffee with counselors Breakfast and Behaviors Sodas and Study Skills PTCA Town Hall Refrigerator Notes Fall Carnival/Crime Stoppers STARRY Counseling Services Staff Responsible for Monitoring: Principal Assistant Principals School Improvement Specialist Counselors CIS Title I: 2.6 - TEA Priorities: Connect high school to career and college Funding Sources: Parent Involvement - Title 1 Part A - \$2,012, Food for parent involvement - Title 1 Part A	Formative		
	Nov	Feb	May
			

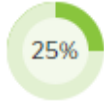
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents will be invited to give input and feedback in developing the Parent Engagement Policy. Title funds will be used to purchase items such as, but not limited to, folders, paper, printing materials, snacks, crafts, markers for students, parents, and community engagement Strategy's Expected Result/Impact: Improve parent participation and voice. Staff Responsible for Monitoring: Principal School Improvement Specialist - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title 1 Part A	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage the community to volunteer on campus to be father figures and volunteer time to help provide a positive male role model on campus. Strategy's Expected Result/Impact: Positive role model presences on campus. Staff Responsible for Monitoring: Principal School Improvement Specialists Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improving low performing schools.

Performance Objective 2: Reduce the number of yearly discipline incidents from referrals by 30% as compared to the previous 2024 - 2025 school year.

Evaluation Data Sources: Campus discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will be evaluated and provided services as needed in special programs to include Serenity House (drug-free, positive decision making, team-building), Region 9 mentoring, CEC Student Mentors, Young Men's Group Mentors, FCA Guest Speakers, and various other community programs provided through CIS. Strategy's Expected Result/Impact: Improve student connectedness to school and community and lower number of behavior incidents. Staff Responsible for Monitoring: Principal Counselors CIS - TEA Priorities: Improve low-performing schools	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Students and staff will receive training on personal responsibility (formerly Hot Topics), bullying prevention, sexual harassment/dating violence, internet safety, conflict resolution, prevention of unwanted physical or verbal aggression, anti-violence techniques, as applicable to grade/level of the student. Strategy's Expected Result/Impact: 6th Leadership and Tech Apps Classes 7th Health and Career Exploration Classes 6-8th PE Classes and College/Career Prep Classes Staff Responsible for Monitoring: Principal Assistant Principals School Improvement Specialist Counselors Campus Social Worker Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students who are assigned to the Disciplinary Alternative Education Program (DAEP)/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to ensure that students' needs are met. Student progress while assigned to the DAEP and County detention will be monitored. Students at County Detention will be administered a pre and post-test before transitioning back to the home campus. Students who transition back to the home campus will have a transition meeting with administrators, counselors, and parents. Strategy's Expected Result/Impact: Entry/Re-entry checklist for transition Staff Responsible for Monitoring: Principal Title I: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: The campus will identify and monitor student attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing and tardy tracking Strategy's Expected Result/Impact: Improve student attendance, reduce tardies, which creates more present students with time on task to increase student learning. Staff Responsible for Monitoring: Principal Attendance Clerks District Attendance staff Title I: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - Not Funded	Formative		
	Nov	Feb	May
			

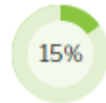
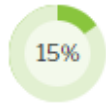
Strategy 5 Details	Formative Reviews		
Strategy 5: Rewards and recognition for student achievement including IXL, Perfect attendance, A/B Honor roll, Presence in class, and Top Husky. Strategy's Expected Result/Impact: More students will earn Rewards/ Recognition, Perfect attendance awards, Honor Roll, IXL thus increasing student learning and reducing poor behavior. Staff Responsible for Monitoring: Principal Assistant Principals Counselors Teachers and Staff Title I: 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improving low performing schools.

Performance Objective 3: Improve the overall Student Achievement Performance Indicator in Domain 3 scaled score from 30% to 60% for EcoDis students.

Evaluation Data Sources: Reading/Math Demographic Group data
Common Assessment scores
Interim Assessment
STAAR Scores

Strategy 1 Details	Formative Reviews		
Strategy 1: Title funds shall be utilized to provide opportunities for children to serve to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Additional technology and technological resources, headphones/headsets, and licenses possibly including but not limited to PearDeck, Padlet, Gimkit, Ed Puzzle, Flocabulary, Scholastic, Gizmos) will be purchased for students to create more modern digital lessons for students. Math supplies and books for book clubs/literature circles will be purchased. Dry erase film for chalkboards, tables, and desks, whiteboard collaborator set, flexible seating, classroom whiteboards, document cameras and dry erase board will be purchased to help in student instruction. Copy paper, card stock, pencils, pencil sharpeners, pens, highlighters, composition books, Expo markers, erasers, binding combs, ink cartridges, folders, poster board, dividers, construction paper, testing materials, data tracking materials from the print shop, and additional resources will be purchased for STAAR specific subjects (Reading and Math). Strategy's Expected Result/Impact: Increased STAAR, and TELPAS scores. Staff Responsible for Monitoring: Principal, All Staff Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
Strategy 2: State Compensatory Education (SCE) funds will be used to upgrade and enhance school-wide instructional programs. Additional staff will provide support to at-risk learners. Strategy's Expected Result/Impact: Increased scores due to more access to technology, chargers charging station and instructional supplies. Staff Responsible for Monitoring: Principal, Assistant Principal, School Improvement Specialist, Federal Programs Office Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Prepare incoming 6th grade students for a successful transition to middle school through counselors scheduling at the elementary school, and orientation night/welcome walk or Husky Camp, etc. Strategy's Expected Result/Impact: Students with knowledge of opportunities available to them at the middle school level will have less anxiety about transition and life at middle school Staff Responsible for Monitoring: Principal Assistant Principal School Improvement Specialist Counselors CIS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
		N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Hirschi Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4.375

Brief Description of SCE Services and/or Programs

--

Personnel for Hirschi Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Albert, Beverly	Teacher	0.125
Dougherty, Ana	Teacher	0.125
Gregory, David	Teacher	0.125
Henderson, Garret	Teacher	0.125
Honeycutt, Verna	Teacher	0.125
Johnson, Deneka	Social Worker	1
Kent, Jackson	Teacher	0.125
Lerma, Luz	Teacher	0.125
Lowery, Marty	Teacher	0.125
McClung, Hana	Teacher	0.125
McNeese, Christopher	Teacher	0.125
Mills, Nanette	School Improvement Specialist	0.75
Sandoval, Gabriel	College & Career Advisors	1
Slayton, Stephanie	Teacher	0.125
Smith, Malia	Teacher	0.125
Smith, Lisa	Teacher	0.125

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baka, Christine	Teacher: 6thG-SC Hound Intervention Hr	School Wide	.125
Bryant, Elizabeth	Teacher: 6thG-SC Hound Intervention Hr	School Wide	.125
Callahan, Leslie	CIL-Math / 8thG-M Hound Intervention Hr.	School Wide	.25
Cook, Amanda	Teacher: 6thG-RM Hound Intervention Hr	School Wide	.125
Frank, Robert Michael	Teacher: 8thG-M Hound Intervention Hr	School Wide	.125
Hare, Kelly	Teacher	School Wide	.125
Krueger, Crystal	CIL -SS / 8thG-RM Hound Intervention Hr	School Wide	.25
McConnel, Bridget	CIL-Science/8thG-RM Hound Intervention	School Wide	.25
McCurdy, Joyce	Teacher: 6thG-RMS Hound Intervention Hr	School Wide	.125
Mills, Nanette	School Improvement Specialist	School Wide	.25
Murray, Taleigha	Teacher	School Wide	.125
Rask, Aaron	Teacher: 6thG-MS Hound Intervention Hr	School Wide	.125
Rasmussen, Shera	Teacher	School Wide	.125
Snowden, Brandice	Teacher: 6thG-RS Hound Intervention Hr	School Wide	.125
Stanley, Tameka	CIL -ENG/ 6thG-RS Hound Intervention Hr	School Wide	.25
Vacant	Teacher: 7thG-RM Hound Intervention Hr	School Wide	.125
Vacant	Teacher: 7thG-RM Hound Intervention Hr	School Wide	.125
Vacant	Instructional Aide	School Wide	1
Vacant	Teacher: 8thG-RM Hound Intervention Hr	School Wide	.125
Vanarsdall, Cary	Teacher: 7thG-RM Hound Intervention Hr	School Wide	.625
Young, Joshua	Teacher: 8thG-M Hound Intervention Hr	School Wide	.125

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Instructional Leaders		\$0.00
1	1	1	211.E.11.6239.00.048.8.30.000		\$0.00
1	1	3	Campus Instructional Leaders		\$0.00
1	1	3	Teacher Staff Development Travel	211 13 6411 00 048 3 30 000	\$2,000.00
1	1	4	Kirby Imp. Specialist-25%		\$0.00
1	1	6	Online Services/ Maint. agreements	211 11 6248 00 048 3 30 000	\$9,000.00
2	1	3			\$0.00
2	1	6	STAAR Test Booklets/ Testing and Study Materials	211 11 6339 00 048 3 30 000	\$2,000.00
2	1	7	Salary and Benefits	211.E.11.6119.00.048.8.30.000	\$0.00
2	1	9	Instructional supplies	211 11 6399 00 048 4 30 000	\$0.00
2	2	4	Instructional classroom supplies/materials	211 11 6399 00 048 3 30 000	\$1,000.00
3	1	1	Salaries & Benefits		\$103,400.00
4	1	1	Parent Involvement		\$2,012.00
4	1	1	Food for parent involvement		\$0.00
4	1	2			\$0.00
Sub-Total					\$119,412.00
Budgeted Fund Source Amount					\$315,413.00
+/- Difference					\$196,001.00
Grand Total Budgeted					\$315,413.00
Grand Total Spent					\$119,412.00
+/- Difference					\$196,001.00